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CORRELATIONAL AND REGRESSION ANALYSES OF DIFFERENCES BETWEEN THE ACHIEVEMENT LEVELS OF NINTH GRADE SCHOOLS FROM THE EDUCATIONAL OPPORTUNITIES SURVEY.

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MATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

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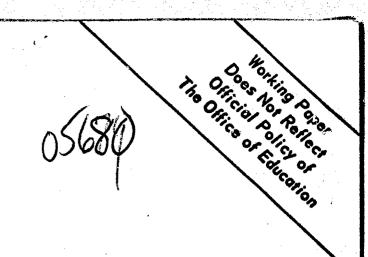
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THIS REPORT PRESENTS CORRELATIONAL AND REGRESSION ANALYSES OF VARIOUS COMBINATIONS OF SUBSETS OF NINTH-GRADE STUDENT BODY AND SCHOOL VARIABLES FROM THE EDUCATIONAL OPPORTUNITIES SURVEY (COLEMAN REPORT), IN AN ATTEMPT TO ISOLATE DIFFERENT SCHOOL INDEXES THAT CONTRIBUTE TO ACHIEVEMENT. IT IS HOPED THAT THE INDEXES OBTAINED FROM THE 400 ORIGINAL VARIABLES USED IN THE ANALYSES WILL REDUCE THE VOLUME OF DATA PROCESSING AND THE COMPLEXITY OF LATER ANALYSES. SCHOOL AND STUDENT BODY VARIABLES SUCH AS RURAL-URBAN LOCATION, NUMBER OF ENROLLED STUDENTS, PRINCIPAL'S TRAINING, PUPIL-TEACHER RATIO, SCHOOL ACHIEVEMENT LEVEL, SOCIOECONOMIC STATUS OF THE STUDENT BODY, AND THE RACIAL AND ETHNIC COMPOSITION OF THE STUDENTS WERE ALL ANALYZED. STUDENT BODY VARIABLES MADE A GREATER RELATIVE CONTRIBUTION THAN SCHOOL VARIABLES TO THE STUDENTS' ACHIEVEMENT LEVELS, EXPECTATIONS, ATTITUDE TOWARD LIFE, EDUCATIONAL PLANS, AND STUDY HABITS. THE RESULTS OF OTHER ANALYSES SUGGEST THAT PERSONNEL EXPENDITURE VARIABLES MAY BE MOST IMPORTANT IN PROMOTING ACHIEVEMENT. REGIONAL DIFFERENCES IN THE DEPENDENCE OF SCHOOL ACHIEVEMENT ON STUDENT BODY HOME BACKGROUND AND RACIAL-ETHNIC COMPOSITION WERE ALSO FOUND. OTHER FINDINGS INDICATE THAT THE SCHOOL VARIABLES THAT CONTRIBUTE TO ACHIEVEMENT MAY HAVE DIFFERING EFFECTS UPON STUDENTS FROM DIFFERENT SOCIOECONOMIC BACKGROUNDS. IT IS FELT THAT SUCH FINDINGS SUGGEST THAT IMPORTANCE OF STUDYING THE EFFECT OF SOCIOECONOMIC STATUS ON SCHOOL ACHIEVEMENT. (DK)

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NATIONAL CENTER FOR EDUCATIONAL STATISTICS Division of Operations Analysis

CORRELATIONAL AND REGRESSION ANALYSES OF DIFFERENCES BETWEEN THE ACHIEVEMENT LEVELS OF NINTH GRADE SCHOOLS FROM THE EDUCATIONAL OPPORTUNITIES SURVEY

bу

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Correlational and Regression Analyses of Differences Between The Achievement Levels of Ninth Grade Schools From the Educational Opportunities Survey

INTRODUCTION

The following report presents the intercorrelations of ninth grade student and school indices and selected other variables from the Educational Opportunities Survey (EOS) (see Coleman in the List of References). Also reported herein are the results of a number of systematic regression analyses. These analyses utilize various combinations of subsets of student and school indices in an attempt to isolate different school indices that contribute to achievement.

DESCRIPTION OF THE PROCEDURES AND TECHNIQUES USED IN SCALING THE VARIABLES AND DEVELOPING INDICES

The main goal in developing indices was to reduce the more than 400 variables in an empirically meaningful way so that the volume of data processing and complexity of later analyses could be reduced. Thus, it was hoped that the regression equations would be more sharply defined if things that seemed to go together both empirically and on the basis of their content were first grouped together so that what they had in common could make a more clear cut contribution. Earlier experience with these data showed that when each school facility such as a library or science laboratory was kept separate in the regression it might make a very small positive contribution to school achievement. It was also felt that the reduction of this large number of variables to a small number of indices would greatly reduce the difficulty in specifying the variables to enter into a regression and the sheer magnitude of regressions to be run.

Before the variables could be reduced into meaningful groupings, however, decisions had to be made concerning the estimation of missing data and the coding or scaling of variables. As a guide in the estimation of missing data or handling of non-responses, it was decided to analyze the responses to each question against one or more criteria or dependent variables so that not only the percent responding to each item or response alternative but also their mean score on the dependent variable could be used as a guide in coding the variables and in assigning a value to the non-respondents.

Since the approach differed somewhat for the student, teacher and principal questionnaires each analysis will be described separately.

Development of the Achievement Composite

A factor analysis was conducted on the intercorrelations of the five ninth grade achievement measures. These measures were: General Information, Reading Comprehension, Verbal Ability, Mathematics Achievement and



Non-Verbal Ability. The factor analysis showed that a single factor could be used to describe the intercorrelations of these achievement measures (see Mayeske and Weinfeld, Technical Note 21 in the List of References). Accordingly, the following weights from the first Principal Component of the intercorrelations were used to weight scores on the tests and sum them to obtain an overall achievement composite.

Non-Verbal	. 76
Verbal ·	.92
Reading Comprehension	. 87
Mathematics Achievement	. 85
General Information	.91

It was this achievement composite which was used as a criterion against which item responses were analyzed. This achievement composite, when averaged by ninth grade students in the school, is also the dependent variable for many later analyses presented in this report.

Criterion Scale Analyses and Coding of Ninth Grade Student Variables

In order to maximize the linear relationship of each student variable with student achievement criterion scaling was employed. By criterion scaling is meant that each item response was coded and scaled by assigning the mean value of the dependent variable for each of the different response alternatives for an item. Table 1 shows the criterion scale analysis for the categorical variable of "Fathers Occupation". The reader will note the percent of 9th grade students responding to each item alternative and their mean score on the achievement composite, where the total responses for each item have been set to a mean of 50 and a standard deviation of 10 (see Weinfeld, et al. Unpublished Manuscript 61 in the List of References for the criterion scale analyses for the 9th grade student questionnaire items). When the mean value of the dependent variable is assigned as the code or scale value for each item alternative the items or variables are said to be criterion scaled. Almost all of the 9th grade student variables were coded in this manner.

Criterion Scale Analysis and Coding of School Variables

For the teacher variables, each item was analyzed against the teachers total score on a self-administered contextual vocabulary test. For the principal variables, each item was analyzed against the number of students enrolled in the school, the rural-urban and socio-economic status of the school, and the principals' salary. These analyses were used as guides in assigning codes or scale values and in estimating missing data. However, for the teachers' and principals' questionnaires



TABLE 1

Percent of 9th Grade Students and Their Average Composite
Achievement Score Classified by Father's Occupation

			COMPOSITE	
CATEGORY	FATHER'S OCCUPATION	PERCENT	MEAN	STD. DEV.
		2 0	E2 674	10.328
1.	Technical	2.8	52.674	
2.	Official	4.1	52.299	10.226
3.	Manager	12.6	53.451	9.160
4.	Semi-skilled	16.6	50.060	9.119
5.	Salesman	4.3	53.877	8.898
6.	Farm or ranch manager			•
	or owner	3.8	50.397	10.250
7.	Farm worker	2.4	43.316	9.405
8.	Workman or laborer	10.5	48.657	8.897
9.	Professional	6.7	56.597	9.368
10.	Skilled worker or foreman	20.1	51.000	8.779
11.	Don't know	10.8	43.057	8.847
0.	Non-response	5.2	42.599	10.365
·		·		
	TOTAL	100.00*	50.000	10.000

^{*}Based on 133,136 minth grade students.



4

the items were not coded so as to maximize their relationship with these dependent or criterion variables (see Mayeske, et al., Technical Note 32 and Unpublished Manuscript 61 for the criterion scale analyses of the teacher and principal questionnaires, respectively).

Reduction of Variables

The intercorrelations of the student, teacher and principal sets of variables were each subjected to a series of factor analyses. objective of these analyses was to obtain meaningful groupings of variables. To accomplish this objective a large number of subsets of the variables were each subjected to principal components analyses and varimax rotations (see Horst in the List of References for a description of these techniques). The principal component method has the desirable property that it extracts the roots and associated factors in descending order of magnitude. Hence, the first root is the largest, the second root the next largest, etc. Factors with a root of one or greater were subjected to a Varimax rotation. This is a technique for rotating the principal factors into a position that may be meaningful. It attempts to maximize the high and low weights for a factor so that the variables that have high weights on a factor can be thought of as belonging together and an interpretive label might be applied to what they have in common.

This approach was essentially iterative in that variables that did not form meaningful groupings or blurred an otherwise meaningful grouping were eliminated and the remaining variables were refactored. The teacher and student indices readily fell into meaningful groupings after two iterations which resulted in the elimination of about six to twelve variables from each set. The highest weights from the Varimax rotation were used to multiply the variables by to obtain index scores. In order to keep the index score intercorrelations low a variable was allowed to have a weight on only one index (see Mayeske, et al, Technical Note 49 and Unpublished Manuscript 80 in the List of References for the development of the teacher and ninth grade student indices, respectively).

The variables from the principal questionnaire dealt with a wide variety of different aspects of the school. These variables did not readily fall into any naturally meaningful groups. Consequently, a priori groupings, such as variables concerned with the physical plant

or instructional facilities were subjected to a principal component analysis. The weights from the first principal component were then used to obtain index scores for each school (see Mayeske, et al., Unpublished Manuscript in the List of References for the development of these indices).

DESCRIPTION OF THE INDICES AND VARIABLES

A brief description of each index or variable is given below.

Student Indices

- Expectations for Excellence a student with a high score believes that his mother, father and teacher want him to be a good student and he desires to be a good student,
- 2. Socio-Economic Status a student with a high score on this index tends to come from a suburb of a large city or from a medium size city, has one or two siblings, lives in a six to ten room house, his father is engaged in a professional, sales, managerial or technical job, both his mother and father come from the higher educational strata and there are a large number of appliances and reading materials in the home.
- 3. Attitude Toward Life a stude t with a high score on this index believes that people like himself have a chance to be successful, when he tries to get ahead he won't experience many obstacles, hard work is more important that good luck for success, won't have a hard time getting a job with a good education, etc.
- 4. Family Structure and Stability a student with a high score has both his father in the home, father is the major source of income, he hasn't changed schools recently, etc.
- 5. Educational Desires and Plans a student with a high score desires and plans to go to college, his parents want him to go to college and he has high occupational level aspirations.
- 6. Study Habits a student with a high score spends about 2 hours a day studying, has frequent discussions about his school work with his parents, was read to as a child before he started school, read many books during the summer, etc.

Racial-Ethnic Differences in Achievement - a variable created by assigning each student the average achievement score obtained by his racial or ethnic group. A student with a high score is white or Oriental American and a student with a low score is Puerto Rican, Mexican American, Indian American or Negro.

Teacher Indices

- 8. Experience comprised of the teacher's age, years of teaching experience and years of teaching in his present school.
- Teaching Conditions comprised of various aspects of the teacher's view of his teaching situation such as how hard the students try to achieve, their academic ability, the reputation of the school and student disciplinary, racial, etc. problems.
- 10. Localism of Background a teacher with a high score has spent most of his life in a small geographic area and has graduated from high school and college in that locale.
- 11. Socio-Economic Background comprised of the teacher's parent's educational level, father's occupation and rural-urbanness of their background.
- 12. Training comprised of the teacher's highest degree held, certification, salary level and tenure.
- 13. College Attended comprised of the kind of undergraduate institution attended (e.g. normal school, public or private university, etc.), the highest degree offered by that institution and the teacher's rating of the academic level of the institution.
- 14. Teaching Related Activities comprised of the hours of unofficial time spent in preparation for class and counseling, the number of educational journals read regularly, etc.
- 15. Preference for High Ability Students teacher prefers to work with students of higher ability, socio-economic status, etc.
- 16. Sex scored high for a female, low for a male.
- 17. Racial Ethnic Differences in Contextual Vocabulary a variable created by assigning each teacher the average vocabulary score obtained by his racial or ethnic group. A high score indicates white and a low score Oriental American, Puerto Rican, Negro, Mexican American or Indian American.



18. Vocabulary Score - total number of items correct.

Principal and School Indices

- 19. Principal's Experience comprised of age, number of years experience as a principal, etc.
- 20. Principal's Training comprised of the highest degree held and salary level.
- 21. Principal's College Attended same as teachers index.
- 22. Principal's Sex a variable scored high for female, low for a male.
- 23. Plant and Physical Facilities area of plant, possession of auditorium, gymnasium, central library, athletic field, kitchen, etc.
- 24. Instructional Facilities special labs, shops, volumes in the library, etc.
- 25. Specialized Staff and Services art, music and remedial reading teachers, guidance counselors, nurse, etc.
- 26. Tracking use of various kinds of ability grouping techniques, proportion of students in highest and lowest tracks, accelerated curriculum, etc.
- 27. Testing frequency of testing using intelligence, interest and achievement tests.
- 28. Transfers percent of students transferring in and out.
- 29. Remedial Programs percent of students in remedial math and reading.
- 30. Accreditation whether or not school has state and regional accreditation.
- 32. Age of Texts age of different texts used.
- 33. Availability of Texts extent to which texts are provided and whether or not there are a sufficient number.
- 34. Age of Building a variable scored so that a high value indicates older age.
- 35. Pupils per room a variable scored so that a high value indicates many pupils per room.

- 36. Pupils per teacher a variable scored so that a high value indicates many pupils per teacher.
- 37. Number of students enrolled in the school.
- 38. School Reputation the principal's estimate of the school's reputation among educators in the area.

The remainder of this report deals with the results of correlational and regression analyses using these indices and variables. These analyses use minth grade schools as the unit of analysis. Thus, when we speak of Socio-Economic Status we are talking about the average of the socio-economic index scores for the ninth grade students in a particular school and when we speak of achievement we are talking about the average achievement composite of the ninth grade students in a school. In a similar manner we are talking about the average Experience or Training of the teachers in the school.

The student and teacher indices were averaged by schools and then these averages were correlated with one another and with the principal and school indices and variables using a program that allows for an unequal number of observations on the variables. The students were tested a few weeks after the fall semester began in 1965. Thus, the facilities and staff of a ninth to twelfth grade school would not have had an opportunity to influence the achievement of their new ninth grade students. Consequently, these schools were eliminated when analyzing teacher, principal and school indices against achievement. It was the elimination of these schools that resulted in an unequal number of observations. For example, the correlations of student averages with achievement averages is based on approximately 916 schools from the EOS sample, while the correlations of school indices with achievement averages is based on the 600 schools of these 916 schools that had the ninth grade students for the eighth grade.

The standard deviations and intercorrelations of these variables are given in Appendices A and B along with some selected other variables that were retained for special analyses. Some of these variables will be brought into the analyses occasionally and the reader will be able to obtain an exact specification of the meaning and coding of those variables from Appendices A and B.



DISCUSSION OF SOME SELECTED CORRELATIONS

The following pages will discuss some zero order correlations of variables that are deemed to be of special interest either because they are used extensively in later analyses or because they are of general interest. As a rule of thumb only correlations of .20 or greater will be discussed.

Correlates of Rural-Urban Location

One of the items from the principal questionnaire dealt with the rural-urban location or size of the geographic locale in which the school was located. The variable was coded so that inner city and suburban schools received a high value and small town and rural schools received a low value. The selected correlations are given in Table 2. The variable numbers refer to the order of variables in Appendix A or B.

Inspection of Table 2 shows that the urban schools, when contrasted with the rural schools have: better trained and paid principals, more specialized staff and services, used tracking more but tested less frequently, more student transfers and remedial programs. Urban schools also are more likely to have a tenure system, are larger in terms of their enrollment, have been integrated longer, and the principal teaches very few hours per week if at all. The teachers in urban schools when compared with their rural counterparts are slightly less experienced (and consequently are younger), come from higher socio-economic strata, have more training and went to a better college, are more likely to be male and have a higher salary, to spend more hours per day in teaching, to have many credits beyond their highest degree and to have been assigned to the school in which they are now teaching. Finally, the students in urban schools tend to have a higher socio-economic status and higher educational aspirations than do their rural counterparts and all students from a fixed geographic locale attend the same school.

Correlates of School Sizes

Table 3 lists the correlates of school size (or number of students enrolled in the school)

Inspection of Table 3 shows that large schools when compared with smaller schools, have: a larger building and more special facilities, better trained (and paid) principals, more instructional staff and facilities and more specialized staff and services. They are more likely to practice tracking but less likely to test as frequently, have more



TABLE 2

Zero Order Correlations of Rural-Urban Status*

Variable Number	<u>Title</u>	Correlation
3	Principals' Training	.44
6	Specialized Staff & Services	.62
7	Tracking	.21
8	Testing	32
. 8 9	Student Transfers	. 20
10	Remedial Programs	.28
20	School has a Tenure System	.28
22	Number of Students Enrolled in	· .
	the School	.55
22**	Pupil Assignment Practices	. 34
25	Length of Time Since Non-Whites	•
	First Entered the School	. 30
31 '	Percent of Time that Principal	•
_	Teaches	27
32	Teachers' Experience	31
35	Teachers' Socio-Economic Background	.28
36	Teachers Training	. 26
37	Teachers' College Attended	.23
40	Teachers' Sex (proportion female)	34
41**	Teachers' Course Credits Beyond	
. –	Highest Degree	. 30
42**	Teachers' Assignment to Present School	126
43	Teachers' Salary	.35
45	Teachers' Hours Per Day Spent	
	in Teaching	.21
49	Student Body's Socio-Economic	
	Status	. 35
53	Student Body's Educational Plans	
	and Desires	。 26
59	Percent of Student s Who Attended Kindergarten	.43

^{*} Only correlations of .20 or greater are presented. ** These are variable numbers from the list in Appendix B.



TABLE 3

Zero Order Correlations of School Size*

Variable Number	<u>Title</u>	Correlation
1	Physical Plant and Facilities	.22
3	Principals' Training	. 49
5 6	Instructional Staff and Facilities	.32
6	Specialized Staff and Services	.69
. 7	Tracking	.28
· 8	Testing	21
10	Remedial Programs	. 22 .
15	Rural-Urban Location	۰55
20	School has a Tenure System	.22
21	School Uses Teacher Examinations	7
	in Hiring	.25
2 5	Length of Time Since Non-Whites Firs	st
	Entered the School	.30
28	Many Pupils Per Room	. 40
29**	Principals' Course Credits Beyond	•
	Highest Degree	.19
31	Percent of Time that Principal	
	Teaches	38
32	Teachers' Experience	25
40	Teachers' Sex (proportion female)	31
41**	Teachers' Course Credits Beyond	
	Highest Degree	.32
42**	Teachers' Assignment to Present	•
	School School	26
43	Teachers' Salary	.31
58**	Foreign Language Spoken by Students	
	Parents	20
59	Percent of Student's Who Attended Kindergarten	.27

^{*} Only correlations of .20 or greater are presented ** These are variable numbers from the list in Appendix B.



remedial programs and are more urban in their location. Large schools are also more likely to: have a tenure system, use teacher examinations, have been integrated longer and have more pupils per room than are small schools. The principal of a large school spends fewer if any hours per week teaching as compared to the principal of a small school and has taken more credits beyond his highest degree. The teachers in large schools are less experienced (and consequently younger), are more likely to be male and have a higher salary than are teachers in small schools, have more credits beyond their highest degree and were placed in their present school. The students in large schools are more likely to have attended kindergarten than are the students in small schools and are slightly more likely to have parents who speak a foreign language.

Although school size tends to have correlations with variables similar to rural-urban location, its moderately high correlation with such expenditure variables as principals training and teachers salary and specialized staff and services, and instructional staff and facilities suggest that it is an important variable for future analyses.

Correlates of Principal's Training (Salary and Highest Degree)

The index called Principal's Training is a combination of the principal's salary and his highest degree held. This index is one measure of the magnitude of a schools' budget since the larger or more affluent schools tend to have higher paid and better trained principals. Table 4 gives the correlates of the Principals' Training.

Inspection of Table 4 shows that schools with higher degreed and better paid principals have more instructional facilities, more specialized staff and services, more often practice tracking but test less frequently, have more student transfers and remedial programs, are more urban and have fewer pupils per teacher. Schools with a high score on this index also have a tenure system, are larger in terms of their number of students, have been integrated longer, the principal has more credits beyond his highest degree and teaches seldom, if at all, have a compulsory school law that is enforced, a shorter day, and pupils that all come from the same geographic locale. The teachers in these high scoring schools: come from a higher socio-economic background, have more training and more credits beyond their highest degree and attended a higher ranking college, prefer high ability students, are more likely to be male and to have been placed in their present school and have a higher salary than do teachers in lower scoring schools. The students in schools with a more highly educated, better paid principal when compared with schools that have less educated and less well paid principals are of a higher socio-economic status, have higher achievement levels and are more likely to have attended kindergarten.



TABLE 4

Zero Order Correlations of Principal's Training (Salary and Highest Degree)*

Variable Number	<u>Title</u>	Correlation
5	Instructional Facilities	.23
6	Specialized Staff and Services	.65
7	Tracking	.24
8	Testing	22
9	Transfers	.23
10	Remedial Programs	.24
15	Rural-Urban Location	•44
16**	Compulsory School Law Enforced	.21
18	Pupils Per Teacher	20
18**	Length of School Day	18
20	School Has a Tenure System	.38
22	Number of Students Enrolled	.49
22**	Pupil Assignment Practices	.24
25	Length of Time Since Non-Whites	
	First Entered	35
29**	Irincipal's Course Credits Beyond	
	Highest Degree	.19
31	Percent of Time that Principal Teaches	48
32	Teachers' Experience	20
35	Teachers' Socio-Economic Background	.31
36	Teachers' Training	.42
37	Teachers' College Attended	.22
39	Teachers' Preference for High Ability	
	Students	.21
40	Teachers' Sex (proportion female)	28
41**	Teachers' Credits Beyond Highest Degree	.40
42**	Teachers' Assignment to Present School	26
43	Teachers' Salary	•58
49	Student Body's Socio-Economic Status	.31
55	Student Body's Achievement Level	.21
59	Students Who Attended Kindergarten	.44

*Only correlations of .20 percent or greater are presented.
**These are variable numbers from the list in Appendix B.



Correlates of Pupil-Teacher Ratio

In most any discussion of school effectiveness the question of an appropriate pupil-teacher ratio arises. It is of interest therefore to see what other variables are correlated with this ratio. Table 5 gives these zero order correlations. A high value of this ratio indicates that there are many pupils per teacher and a low value indicates that there are fewer pupils per teacher.

Inspection of Table 5 shows that most of the correlates of pupil teacher ratio are low with the exception of pupils per room. Thus, schools that have many pupils per teacher tend also to have many pupils per room. Although these other correlations tend to be low they are of considerable interest in pointing out variables that are related to what might be interpreted as an "overcorwding" or "overload" situation. Higher teacher pupil ratios tend to occur in schools where the principal tends to have less training, there are fewer instructional facilities, and are less likely to have a compulsory school attendance law that's enforced, the teaching staff tends to be non-white, the teaching staff attended an undergraduate institution where the student body tended to be non-white, and the teachers tend to have lower salary and lower vocabulary scores. The students in schools with high pupil teacher ratios tend to have: a lower socio-economic status, less favorable attitude toward life, fewer long range educational plans and desires, lower achievement levels and the student body tends to be non-white.

Correlates of School Achievement Levels

Since the average Achievement Composite is the primary dependent variable in these analyses it will be helpful in understanding the later regressions to closely scrutinize the kinds of variables with which it is correlated. Table 6 presents these correlations.

In perusing Table 6 one is impressed by the large number of variables that are correlated with the schools' average Achievement Composite. Thus the schools with higher achievement levels, when compared with schools with lower levels have: younger and less experienced principals who are higher salaried and have a higher degree, more specialized staff and services and texts available, fewer pupils per teacher, more teacher turnover (which may indicate that they are luring younger and more mobile teachers), been integrated longer, fewer pupils per room, a compulsory school attendance law that is enforced, a high percent of students in daily attendance, also they are considered by the principal to be held in high regard by other educators and are more likely to have students that come from the same geographic locale.



TABLE 5 Zero Order Correlations of Pupil-Teacher Ratio*

Variable Number	<u>Title</u>	<u>Correlation</u>
3	Principal's Training	20
5	Instructional Facilities	20
16**	Compulsory School Law Enforced	24
28	Many Pupils Per Room	. 59
41	Teachers' Racial-Ethnic Group	
	Membership	23
42	Percent of White Students at Teachers' Undergraduate In-	
	stitution	22
43	Teachers' Salary	24
47	Teachers' Vocabulary Score	28
49	Student Body's Socio-Economic Status	23
51	Student Body's Actitude Toward Life	26
53	Student Body's Educational Plans	
	and Desires	2 5
55	Student Body's Achievement Level	34
57	Racial-Ethnic Composition of the	•
	Student Body	 21

^{*} Only correlations of .20 or greater are presented.** Indicates variables from the list in Appendix B.

TABLE 6
Zero Order Correlations of School Achievement Levels*

Variable Number	<u>Title</u> <u>C</u>	orrelation
2	Principal's Experience	22
2 3 6	Principal's Training	.21
6	Specialized Staff and Services	.31
14	Availability of Texts	.21
16**	Compulsory School Law Enforced	.40
18	Many Pupils Per Teacher	34
19	Teacher Turnover	.22
22**		.21
	Pupil Assignment Practices	
24**	Percent of Students in Daily Attendanc	e .43
25	Length of Time Since Non-Whites	20
	Entered the School	.20
28	Many Pupils Per Room	23
30	Principal's Estimate of the School's	
	Reputation	.26
32	Teachers Experience	22
33	Teachers' Working Conditions	. 47
35	Teachers' Socio-Economic Background	.32
37	Teachers' College Attended	.31
38	Teachers' Teaching Related Activities	30
39	Teachers' Preference for High Ability Students	.32
40	Teachers' Sex (High Proportion Female)	
41	Teachers' Racial-Ethnic Group	
	Membership	.77
42	Percent of White Students at Teachers'	54
	Undergraduate Institution	. 76
43	Teachers' Salary	. 24
44	Percent of White Students in Teachers' Class	. 75
46	Average Size of Teachers Class	.30
47	Teachers' Vocabulary Score	.58
49	Student Body's Socio-Economic Status	. 82
51	Student Body's Attitude Toward Life	.64
52	Student Body's Family Structure and Stability	.66
53	Student Body's Educational Plans and Desires	•50
54	Student Body's Study Habits	.46
56	•	.28
	Proportion of Girls in the School	
56 ** 57	Age of Student Body(Scored optimally) Racial-Ethnic Composition of	.60
	Student Body	.84
58	Student Body's Parents PTA Attendance	.25
58**	Foreign Language Spoken by Parents of Students	.23
59	Percent of Students Who Attended Kindergarten	. 46

^{*} Only correlations of .20 or greater are presented.

^{**}Indicate list of variables in Appendix B.



When the teachers in schools with high achievement levels are compared with teachers in schools with low achievement levels one finds that they: are younger and slightly less experienced, feel that they have favorable working conditions, tend to be from higher socio-economic backgrounds, went to better colleges and are less involved in teaching related activities, prefer high ability students, are more likely to be white males with white students and are more likely to have attended a predominantly white undergraduate institution, also they are higher salaried and have more white students in their classes, have a class of approximately 15 to 30 students and a high vocabulary score.

The students in high achievement level schools as compared with students in low achievement level schools have: a considerably higher socio-economic status, a more favorable attitude toward life, a better knit family structure, longer range educational desires and plans and are more studious in their habits. Also they have a higher proportion of females and white students and a more typical age. The students parents are more likely to have attended PTA 3 the students are more likely to have attended kindergarten, and both the students and their parents are less likely to speak a foreign language.

Correlates of the Student Body's Socio-Economic Status

In view of the high correlation of the Socio-Economic Status Index with the Average Achievement Composite it is of interest to inspect the variables that are correlated with Socio-Economic Status (SES). These correlations are given in Table 7.

In looking at Table 7 one is immediately impressed with the similarity of this pattern of correlations with those for the Achievement Composite. Many of the correlations in Table 7 are similar in magnitude to those in Table 6 although their absolute values are slightly lower.

Inspection of Table 7 shows that schools with predominantly high SES students when compared with schools with lower SES students tend to have a larger physical plant and more facilities, a better trained and paid principal, more specialized staff and services, less frequent testing and fewer free lunch and milk programs, a more urban



TABLE 7

Zero Order Correlations of the Student Body's Socio-Economic Status*

Variable Number	<u>Title</u> <u>C</u>	orrelation
1 .	Physical Plant and Facilities	.23
3	Frincipals' Training	.31
6	Specialized Staff and Services	.45
3 6 8	Testing	24
11	Free Lunch and Milk Programs	32
15	Rural-Urban Location	.35
15**	School Has a Free Nursery	21
16	Principals' Estimate of the Student Bodys' Socio-Economic Status	•57
16**	Compulsory School Attendance Law Enforced	.34
18	Many Pupils Per Teacher	23
22**	Pupil Assignment Practices	.28
24**	Percent of Students in Daily Attendance	.38
25**	Slow Learner Promotion Policy	.19
_	Principals' Estimate of the School's Reputa	
30	tion	.35
		
32	Teacher's Experience	27
33	Teachers' Working Conditions	.48
35	Teachers' Socio-Economic Background	.40
36	Teachers' Training	.22
37	Teachers' College Attended	.32
38	Teachers' Teaching Related Activities	2 5
39	Teachers' Freference for High Ability Students	.35
40	Teachers' Sex	29
41	Teachers' Racial-Ethnic Group Membership	.57
42	Percent of White Students in the Teachers' Undergraduate Institution	•56
43	Teachers' Salary	.31
44	Percent of White Students in Teachers' Class	
45	Hours per Day Spent in Teaching	.22
46	Average Class Size	•20
47	Score on Vocabulary Test	.48
48	Student Body's Expectations for Excellence	
51	Student Body's Attitude Toward Life	.60
52	Student Body's Family Structure & Stability	
53	Student Body's Educational Plans & Desires	•
54	Student Body's Study Habits	•57
55	Student Body's Achievement Level	.82
56	Proportion of Girls in the School	.40
56 * *	Age of Students	.66
£ =>	Racial-Ethnic Composition of Student Body	.68
51	Percent of Student's Parents who Attend PTA	•
58 * *	Foreign Language Spoken by Students' Parent	
59**	Foreign Language Spoken by Students Tarent	.59
59····	Percent of Students Who Attended Kindergart	

^{*} Only Correlations of .20 or greater are presented.

^{**} Indicates variable numbers from the list in Appendix B.



location, and more students that came from the same geographic locale, fewer pupils per teacher, and are more likely to promote pupils with their age group. They also have a better reputation among educators in the area, are less likely to have a free nursery, but have a compulsory attendance law and a higher percent of students in daily attendance.

Variable 16 is a description of the occupational backgrounds of the pupils' parents. This information, which is given by the principal, runs from rural and blue collar worker through technical and professional occupations. Since this question might be regarded as an indicator of the student body's SES it is of interest to note that it is correlated only .57 with the SES index. Hence if this variable were used to equate schools for differences in the SES of their students before looking at the relationships of other school variables it would undercorrect or underestimate those differences. Consequently, erroneous inferences could be made concerning the influences of certain school variables that would be more correctly attributable to differences in the SES of the students.

Table 7 also shows that when teachers in high SES schools are compared with teachers in low SES schools they are found to have: slightly less experience, better working conditions, a higher socioeconomic background and more training, attended a higher ranking college and are slightly less involved in teaching related activities, a preference for high ability students and are more likely to be a white male, attended an undergraduate institution where the students are predominantly white, a higher salary, more white students in their class, more hours per day spent in teaching, an average class size and a higher vocabulary score.

The student body variables that are related to the student body's SES are: their age, expectations for achievement, outlook on life, family structure, longer range educational goals, study habits, achievement level, the proportion of girls in the school, the racial ethnic composition of the student body, the frequency with which their parents attend PTA, the proportion of students who attended kindergarten and both the students and their parents are less likely to speak a foreign language.



Correlates of the Student Body's Racial and Ethnic Composition

The last variable to be discussed is the racial and ethnic composition of the student body. These correlations are given in Table 8. A high score is assigned to schools that are wholly or predominantly white or Oriental American while a low score indicates schools that are wholly or predominantly Negro, Puerto Rican, Mexican American or Indian American.

Table 8 shows that predominantly white schools when compared with predominantly non-white schools have: slightly younger and less experienced principals, fewer pupils per teacher, slightly more teacher turnover, fewer pupils per room, a better reputation as estimated by the principal, a compulsory school law that is enforced and a high proportion of students in daily attendance. It is also of interest to note that the principals' estimate of the proportion of white students in the school (23) is highly correlated with the Racial-Ethnic Difference variable calculated on the ninth grade students. Evidently the racial mix of a school tends to predominate at all grade levels. For research purposes an estimate of the racial mix of a school by the principal may serve as a fairly good surrogate for an actual count of the whites and non-whites in a school.

The teachers in predominantly white schools when compared with their non-white school counterparts: feel that they have better working conditions, have higher socio-economic origins, attended a higher ranking college, are less involved in teaching related activities, prefer high ability students, were placed in their present school, tend to be white, attended an undergraduate institution that was predominantly white, have predominantly white students in their classes which are in the average size range, and tend to have a higher vocabulary score.

The students in predominantly white schools when compared with students in predominantly non-white schools have a more typical age, higher expectations for excellence and socio-economic status, a more favorable attitude toward life, a closer knit family structure, plans for more education, more studious habits, higher achievement levels, and are more likely to be girls. Also they have parents who more often attend PTA, the students are more likely to have attended kindergarten and both the students and their parents are less likely to speak a foreign language.

Clearly, the racial and ethnic composition of the student body is highly related to many of the other variables included in this study.



TABLE 8

Zero Order Correlations of the Racial-Ethnic Composition of the Student Body

Variable Number	<u>Title</u>	Correlation
2	Principal's Experience	26
16**	Compulsory School Attendance Law Enforced	. 30
18	Many Pupils Per Teacher	21
20	Teacher Turnover	.20
23	Principal's Estimate of the Proportion of White Students in the School	.92
24**	Percent of Students in Daily Attendance	.46
28	Many Pupils Per Room	20
30	Principal's Estimate of the School's Reputation	
33	Teachers' Teaching Conditions	.46
35 35	Teachers' Socio-Economic Background	.24
37	Teachers' College Attended	.28
38	Teaching Related Activities	3 5
39	Teachers' Preference for High Ability Students	
41	Teachers Racial-Ethnic Group Membership	.89
42	Percent of White Students at Teachers'	• 05
74	Undergraduate Institution	•88
42**	Teacher's Assignment to Present School	.27
43	Percent of White Students in Teachers' Class	.92
46	Average Class Size	.24
47	Teachers' Vocabulary Score	•54
48	Student Body's Expectations for Excellence	.28
49	Student Body's Socio-Economic Status	.68
51	Student Body's Attitude Toward Life	.60
52	Student Body's Family Structure and Stability	.70
53	Student Body's Educational Plans & Desires	.28
54	Student Body's Study Habits	.42
5 5	Student Body's Achievement Level	. 84
56**	Age of Students	.54
56	Proportion of Girls in the School	.27
58	Percent of Students' Parents Who Attend PTA	.20
58**	Foreign Language Spoken by Students' Parents	.29
59 **	Foreign Language Spoken by Students	.39
59	Percent of Students Who Attended Kindergarten	.28



^{*} Only Correlations of .20 or greater are presented.

^{**} These are variable numbers from the list in Appendix B.

MULTIPLE REGRESSION ANALYSES OF ACHIEVEMENT AND ATTITUDINAL INDICES AGAINST STUDENT BODY AND SCHOOL VARIABLES

Some of the student indices, in addition to Achievement, can be regarded as being influenced by both the school and the student's home background while others are relatively uninfluenced by the school. For example, the student's Socio-Economic Status, Family Structure and Racial-Ethnic group membership are not readily influenced by the school but do have important influences, as shown by the previous discussion, on the functioning of the schools. Still other indices such as the student's Expectations, Attitude Toward Life, Educational Plans and Desires, and Study Habits can be influenced by both the house background and the school. Consequently these latter indices, in addition to the Achievement Composite were included as dependent variables in the analyses that follow.

In attempting to ascertain the influence of school variables on achievement account must be taken of the kinds of students that these schools get initially. If school A had children primarily from families where intellectual activities were not valued or pursued and school B had children from families where these activities were valued and pursued than one would expect the students in school B to have higher achieve-These differences could be ment levels than students in school A. attributed to the influence of the different families rather than to the schools. Hence it would be appropriate to equate schools for differences in the home background and racial-ethnic composition of their students (since these are important social background variables) before looking at the influence of school variables on achievement. By home background we will mean the student indices of Socio-Economic Status and Family Structure and Stability. To indicate the racial and ethnic composition of the student body the student Racial-Ethnic difference variable will be used.

Before the effects of these variables are controlled for using multiple regression techniques it may be instructive to look at the correlations of these variables with one another and with the dependent variables of interest. These are given in Tabl. 9.

The reader will note in reading across the first three rows in Table 9 that at least one and usually more than one of the three variables that are to be used to equate schools for differences in student inputs are highly correlated with the Achievement Composite (column 8 in Table 9) as well as with the other dependent variables. This suggests that after equating schools for these initial differences there may be very few differences among schools in achievement that could be related to other school variables.



TABLE 9-Intercorrelations of the Equating or Control Variables and the Dependent Variables

		SES 1	FSS 2	REC 3	EXP.	A'IT	EDPL 6	STDY 7	ACK 8	
1:	Socio-Economic Status (SES)	1.00	.67	. 68	74.	.60	69°	.57	.82	
2	Family Structure and Stability (FSS)	.67	1.00	.70	99.	.75	.56	.82	99.	
ကိ	Racial-Ethnic Composition (REC)	. 68	. 70	1.00	.28	. 60	.28	.42	.84	
4.	Expectations (EXP)	.47	• 66	.28	1.00	.72	69.	. 82	.31	
Š	Attitude Toward Life (ATT)	.60	:75	.60	.72	1.00	.62	.79	• 64	•
•	Education Plans and Desires (EDPL)	69•	.56	.28	9 :	.62	1.00	89.	.50	
7.	Study Habits (STDY)	.57	.82	.42	.82	.79	89°	1.00	94.	
ထံ	Achievement (ACH)	.82	99.	98 °	.31	79.	.50	.46	1.00	
6	School variables (full set of 31)*	.82	.65	.92	.42	.59	.56	.45	.92	
							*			

nis row contains the multiple correlation of the full set of school variables (see pages 6 and 7) Ith each of the other variables.

This reasoning is also supported by reading across row 9 in Table 9. This row contains the multiple correlation of the full set of 31 school variables (given in the earlier section of this report containing a description of the indices) with each of the other variables. This row shows that the school variables are highly correlated with: the Socio-Economic Status of the student body, the Racial and Ethnic composition of the student body and the Achievement level of the student body. The school variables are moderately correlated with the remaining variables.

Table 10 shows the squared multiple correlations obtained when the dependent variables are regressed against the three control or equating variables of Socio-Economic Status, Family Structure and Stability and the Racial-Ethnic composition of the student body and against the school variables.

TABLE 10

Squared Multiple Correlations of Dependent Variables
Against Student Body Variables and School Variables

Variable Set	Expectations	Attitude Toward Life	Educational Plans	Study Habits	Achievement
1.Student Body	.5214	.5847	.6066	.7373	.8207
2.School	.1773	.3500	.3179	.2023	.7601
3.Student Body and School	.6309	.6386	.6679	.7773	.8662
4.(3) - (1)	. 1095	.0539	.0613	.0400	.0455
5. (3) - (2)	. 4536	.2886	.3500	.5750	.1061

Looking across row 1 of Table 10 the reader will note that Achievement is the most highly predictable of the dependent variables from the control variables, having a squared multiple correlation of .82 or a multiple correlation of about .91. The multiple correlations for the other variables range from .86 for Study Habits to .72 for Expectations.



One might ask why school achievement should be so highly predictable using these three variables? One interpretation is that these results reflect the current social organization of our school Thus, schools are organized along residential lines and residential areas ϵ ; in turn organized along socio-economic and racial-ethnic lines. This line of thought is further supported by some analyses of individual students when they are not aggregated by schools. Inese analyses showed that individual student achievement was moderately predictable from the student's Socio-Economic Status, Family Structure and Racial-Ethnic group membership. multiple correlation for these three variables against Achievement was .60 (see Mayeske, et. al, Unpublished Manuscript #80 in the List of References). One can infer that some kind of a sorting process is going on whereby white students with higher achievement levels and socio-economic status go to school with similar kinds of students which has the effect of making their aggregated school achievement more predictable than individual achievement.

If one is willing to grant that some kind of a sorting process takes place then what can one say about the effects of school variables in such a context? Row 2 of Table 10 shows the multiple correlations of the school variables with the dependent variables. It is clear from this table that all of the dependent variables are more predictable using the control or equating variables than they are using the school variables. By comparing the values in row 3 with their counterparts in row 1 we can get some idea of the additional contribution of the school variables to the dependent variables and by comparing the values in row 3 with their counterparts in row 2 we can get some idea of the additional contribution of the student body variables. These differences, often called the unique variance or contribution, are given in rows 4 and 5. Examination of these values indicates that the relative contribution of the school variables. after home background and racial composition have been controlled for, are small but positive for all the dependent variables. Examination of the values in row 5 indicates that the relative contribution of the student body variables after school variables have been controlled for are moderate to large except for Achievement.

Since the relative contributions of the school variables are small does it mean they are unimportant? Not necessarily, for as we showed earlier, the school variables tend to be bound up or confounded



with the student body characteristics. We are indebted to Dr. Alexander M. Mood for developing a measure which will allow us to express this overlap or commonness. A mathematical exposition of this technique is given in the List of References (see Wisler).

DEVELOPMENT OF A MEASURE OF COMMONALITY: THE TWO SET CASE

Consider the case where there are two sets of variables, a set of student body variables (B) and a set of school variables (S).

Let:

C(B,S) stand for the commonality or overlap of the student body variables (B) and the school variables (S)

 ${\ensuremath{\mathbb{R}}}^2(\ensuremath{\mathtt{B}})$; the squared multiple correlation of the student body variables with the dependent variable

 $R^{2}(S)$; the squared multiple correlation of the school variables with the dependent variable

 $R^2(B,S)$; the squared multiple correlation of the student body and school variables with the dependent variable

 $U(B) = R^{2}(B,S) - R^{2}(S)$ the unique contribution of the student body variables

 $U(S) = R^{2}(B,S) - R^{2}(B)$ the unique contribution of the school variables

Then:

$$C(B,S) = R^{2}(B,S) - U(B) - U(S)$$

and

R²(S) can be expressed as

$$R^{2}(S) = C(B,S) + U(S)$$

and

R²(B) can be expressed as

$$R^2(B) = C(B,S) + U(B)$$

The values for $R^2(S)$ and $R^2(B)$ are given in Tables 11 and 12.



ANALYSES OF THE COMMONALITY OF SCHOOL AND STUDENT BODY VARIABLES: THE

TABLE 11

The Squared Multiple Correlations of the School Variables With the Dependent Variables Expressed as a Function of Their Unique Contribution and Their Commonality Coefficient With the Student Body Variables

Dependent Variable Expectations Attitude Toward Life Educational Plans and Desires Study Habits	$R^{2}(S) = C(B,S) + U(S)$.1773 = .0678 + .1095 .3500 = .2961 + .0539 .3179 = .2566 + .0613 .2023 = .1623 + .0400 .7601 = .7146 + .0455
Achievement	.7601 = .7146 + .0455

In looking at the first column of Table 11 the reader will note that Achievement is the most predictable of the dependent variables from the school variables. Next in descending order are Attitude Toward Life, Educational Plans and Desires, Study Habits and Expectations. When the reader looks at the Commonality Coefficient C(B,S) he will note that almost all of the variance in Achievement predictable from the school variables is bound up in the student body - school overlap. Although the level of predictability is lower this same trend holds for Attitude Toward Life, Educational Plans and Desires and Study Habits. The school has its greatest unique contribution for Expectations and less so for the other variables. Table 12 gives the values for R²(B).



TABLE 12

The Squared Multiple Correlations of the Student Body Variables
With the Dependent Variables Expressed as a Function of
Their Unique Contribution and Their Commonality Coefficient
With the School Variables

De audauk Wandalda	$R^2(B) = C(B,S) + U(B)$
Dependent Variable	
Expectations	.5214 = .0678 + .4536
Attitude Toward Life	.5847 = .2961 + .2886
Educational Plans and Desires	.6066 = .2566 + .3500
Study Habits	.7373 = .1623 + .5750
Achievement	.8207 = .7146 + .1031

Table 12 shows that Achievement is not only the most predictable of the dependent variables but is also the one that is most bound up with the student body characteristics. Consequently the student body variables have their lowest unique contribution for Achievement, when compared with the other dependent variables. The student body variables have their greatest unique contribution, in descending order, for Study Habits, Expectations, Educational Plans and Desires, and Attitude Toward Life.

Considering Tables 11 and 12 it appears that both the school variables and the student body variables can have a relatively large unique contribution for Expectations for Excellence because very little of their contribution is bound up in the Commonality Coefficient C(B,S).

In view of the small unique contribution of the school variables (see Table 11) does this mean that they are unimportant or have little influence? No, it does not. What it does indicate is that the influence of the schools is bound up with the kinds of students that attend the school.

The wary reader may feel that we have depicted an unduly pessimistic picture of school influences. He might argue that we have included similar kinds of variables in both the student body and school characteristics

and this tends to unduly inflate the measure of overlap or confounding. One variable that he might select in particular, as an example, is the Racial-Ethnic Difference variable. For we have included as a student body variable the Racial and Ethnic composition of the student body and we have included as a school variable the Racial and Ethnic composition of the teachers. Accordingly, these commonality studies were re-run with the Racial and Ethnic composition of the teachers left out. Consequently, the analyses involve the full set of 30 school variables (referred to earlier). These analyses are given in Tables 13 and 14.

TABLE 13

The Squared Multiple Correlations of the School Variables,
Excluding Teacher Racial-Ethnic Composition, With the
Dependent Variable Expressed as a Function of Their Unique
Contribution and Their Commonality Coefficient With the
Student Body Variables

Dependent Variables Expectations	$R^{2}(S) = C(B,S) + U(S)$.1738 = .0702 + .1036
Attitude Toward Life	.3018 = .2494 + .0524
Educational Plans and Desires	.3174 = .2592 + .0582
Study Habits	.1890 = .1491 + .0399
Achievement	.6329 = .5882 + .0447

When the values in Table 13 are compared with those in Table 11 one can note that the level of predictability of all the dependent variables is slightly lower from the school variables when the Racial-Ethnic composition of the teachers is left out of the analyses. This drop in predictability is greatest for the Achievement composite. Most of these reductions are accompanied by reductions in the Commonality coefficient C(B,S), as well. The exception to this is Expectations which shows a slight increase in the Commonality coefficient. The unique contribution of the school variables tends to remain the same with or without the Racial-Ethnic composition of the school's teachers.



Since the reduction in predictability is small for all the dependent variables except Achievement, these analyses show that there is something about being a white or non-white teacher that is of considerable importance for Achievement but not for the other variables. Perhaps there is an entire constellation of lifetime events involved in being a white or non-white teacher that is not fully covered by our comprehensive set of teacher and other school indices. Thus, a non-white teacher when compared with white teachers, may be the product of less than adequate social and educational institutions and these in turn tend to perpetuate themselves through the influence that the teacher brings to the classroom situation. Rather than being a variable to be excluded from the analysis the Racial-Ethnic composition of the teachers appears to be an important variable in studying school achievement.

Table 14 gives the values for school achievement expressed as a function of the unique contribution and overlap of the student body and school variables.

TABLE 14

The Squared Multiple Correlations of the Student Body Variables With the Dependent Variables Expressed as a Function of Their Unique Contribution and Their Commonality Coefficients With the School Variables, Excluding Teacher Racial-Ethnic Composition

Dependent Variable Expectations Attitude Toward Life Educational Plans and Desires Study Habits Achievement	$R^{2}(B) = C(B,S) + U(B)$.5214 = .0702 + .4512 .5847 = .2494 + .3353 .6066 = .2592 + .3474 .7373 = .1491 + .5882 .8207 = .5882 + .2325
-------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

In comparing the values in Table 14 with those in Table 12 the reader will note that although the level of predictability of the dependent variables from the student body variables remains the same,

the decrease in the overlap measures allows the student body variables to make a greater unique contribution. Or perhaps another way of saying this is that what was common to the Racial-Ethnic composition of both the student body and the teachers has now been attributed to the student body variables.

The earlier analysis in Table 13 suggested that it was more meaningful to include than to exclude the Racial-Ethnic composition of the teachers.

The ardent advocate of independent school influences may feel that a sub-set of school variables should be selected from the full set of school variables, that is less situation or social condition bound. An attempt was made to select such a sub-set in order to re-run these analyses. However, inspection of these variables showed that there were very few school variables that were not related to the nature or special needs of the student body. For example, free lunch and milk programs tend to be found in lower SES, mon-white schools and the size, facilities and expenditures of a school are related to its rural-urban location (as discussed in an earlier section of this report). Indeed, if a school is at all influenced by and/or responsive to the needs and resources of its students then many of the school variables will of necessity, be related to the nature of the student body. Consequently, the set of school variables should be comprehensive in nature.

In view of the small unique contribution of the school variables the final question that remains is whether or not a sub-set of the school variables has higher commonality coefficients with the student body characteristics than other sub-sets. To make this determination commonality coefficients for four sets of variables will first be developed.

DEVELOPMENT OF MEASURES OF COMMONALITY: THE FOUR SET CASE

The four set case is considerably more complicated than the two set case because a number of higher order commonality coefficients are introduced (see Wisler in the List of References for an exposition of the general case).

Let the four sets of variables be denoted by X_1 , X_2 , X_3 , and X_4 . Then the unique contribution for the ith set is given by

$$U(X_1) = R^2(X_1 X_2 X_3 X_4) - R^2(X_1 X_k X_1)$$



where R²() represents the squared multiple correlation for the particular set of variables in parentheses with the dependent variable. As an example, the unique contribution for the fourth set would be written as

$$U(X_4) = R^2(X_1 X_2 X_3 X_4) - R^2(X_1 X_2 X_3)$$

There is one unique value for each set of variables, namely four in this case.

The second order commonality coefficient is given by

$$C(X_i X_j) = R^2(X_1 X_2 X_3 X_4) - R^2(X_k X_1) - U(X_i) - U(X_j)$$

As an example, the second order commonality coefficient for the third and fourth sets is

$$C(X_3 X_4) = R^2(X_1 X_2 X_3 X_4) - R^2(X_1 X_2) - U(X_3) - U(X_4)$$

There is one second order commonality coefficient for each combination of sets, namely six in this case.

The third order commonality coefficient is given by:

$$c(x_{i} x_{j} x_{k}) = R^{2}(x_{1} x_{2} x_{3} x_{4}) - R^{2}(x_{1}) - c(x_{i} x_{j}) - c(x_{i} x_{k}) - c(x_{j} x_{k})$$

$$-u(x_{i}) - u(x_{j}) - u(x_{k})$$

There is one third order commonality coefficient for each three way combination, namely four in this case.

The fourth order commonality coefficient of which there is only one, is given by:

$$C(X_{1} X_{2} X_{3} X_{4}) = R^{2}(X_{1} X_{2} X_{3} X_{4}) - R^{2}(X_{1} X_{2} X_{3}) - R^{2}(X_{1} X_{2} X_{4})$$

$$- R^{2}(X_{1} X_{3} X_{4}) - R^{2}(X_{2} X_{3} X_{4}) - R^{2}(X_{1} X_{2}) - R^{2}(X_{1} X_{3}) - R^{2}(X_{1} X_{4})$$

$$- R^{2}(X_{2} X_{3}) - R^{2}(X_{2} X_{4}) - R^{2}(X_{3} X_{4}) - U(X_{1}) - U(X_{2}) - U(X_{3}) - U(X_{4})$$



The fourth order coefficient can be verbally described as the squared multiple correlation for all four sets ($R^2(X_1 \ X_2 \ X_3 \ X_4)$) minus the sum of the four third order commonalities $C(X_j \ X_k \ X_1)$, minus the sum of the six second order commonalities $C(X_j \ X_k)$, minus the sum of the four unique contributions.

Consequently, the squared multiple correlation for the X_4 set can be represented as the sum of its unique contribution and its different order commonalities, thus:

$$R^{2}(X_{4}) = C(X_{1} X_{2} X_{3} X_{4}) + C(X_{1} X_{2} X_{4}) + C(X_{1} X_{3} X_{4}) + C(X_{2} X_{3} X_{4})$$

$$+ C(X_{1} X_{4}) + C(X_{2} X_{4}) + C(X_{3} X_{4}) + C(X_{4})$$

ANALYSES OF THE COMMONALITY OF SCHOOL AND STUDENT BODY VARIABLES: THE FOUR SET CASE

Let us now define the following empirical sets:

- B = the three student body variables of Socio-Economic Status, Family Structure and Stability, and Racial-Ethnic Composition (a set of three variables).
- T = the school's personnel and personnel expenditure variables of: the principal's experience, training, sex, and college attended; the school's special staff and services; the principal's estimate of the school's reputation; the teacher's experience, localism, socio-economic background, training, college attended, teaching related activities, preference for high ability students; the proportion of women teachers in the school, the teachers racial-ethnic group membership and their average vocabulary score (a set of seventeen variables)
- F= the school's physical characteristics and facility variables of: the plant and facilities, the instructional facilities, the age of the building, and the number of pupils per room (a set of four variables)



P = the school's pupil programs and policies of: teaching, testing, transfers, remedial reading and math programs, free milk and lunch, accreditation, and the age and availability of texts, pupil-teacher ratio, and the number of students enrolled in the school (a set of ten variables).

The different order commonalities for explaining the variance of the dependent variables from the student body variables and their overlap with the three sets of school variables are given in Table 15.

Table 15 shows that the amount of variance in Expectations predictable from the commonality measures is vanishingly small. Although the amount of variance in Expectations bound up with the student body variables is small (see Table 10) that small amount appears to be spread over most of the overlap measures.

For the other dependent variables in Table 15 the picture is more clear cut. For these variables most of the overlap variance is contained in the second order commonality of the student body and school personnel and personnel expenditure variables C(B,T). This is particularly so for Achievement, where better than half of the predictable variance is contained in this overlap measure. Perusal of the other Commonality coefficients in Table 15 shows that the only time a coefficient is high relative to the other values for that dependent variable, is when the set of school personnel and personnel expenditure variables is involved.

In view of the apparent importance of this set of variables it may be instructive to re-examine their content. This set of variables contains both the principal's and the teacher's experience, training, sex and college attended; their view of the school, its situation and reputation, the teacher's social background (localism and socio-economic background), involvement in teaching related activities, preference for high ability students, racial-ethnic group membership and their average vocabulary score. Included also in this set is the school's special staff and services. This set of variables probably reflects both more general social conditions that prevail in our society and a causal relationship with school achievement. Since this commonality with the student body characteristics does prevail it is difficult to conjecture just what proportion of any observed relationship is causal and just what proportion can be attributed to inequities in the social conditions surrounding education (such as the organization of schools along racial and socioeconomic lines).



TABLE 15

The Squared Multiple Correlations of the Student Body Variables With the Dependent Variables Expressed as a Function of Their Unique Contribution and Their Commonality Coefficients With the Three Sets of School Variables

Dependent Variables	$R^2(B) =$	C(B, T, F, P)	$R^2(B) = C(B,T,F,P) + C(B,T,F)$) + C(B, T, P	+ C(B,T,P) + C(B,F,P) + C(B,T) + C(B,F) + C(B,P) + U(B)) + C(B,1	() + C()	8,F) +	C(B,P))n +	(B)
Expectations	.5214 =	0019	+ .0151	÷ .0051	+ .0042	+ .0233 + .0149 + .0155 + .4536	0. +	+ 671	.0155	+	536
Attitude Toward Life	.5847 =	.0297	+ .0154	+ °0410	+ .0159	+ .16770010 + .0214 + .2886	<u>0</u> '	+ 010	.0214	+	988
Educational Plans and Desires	= 9909•	0114	+ .0203	+ .0814	6900* +	+.1414 : .0080 +.0100 +.3500)6° ÷	+ 080	.0100	+	200
Study Habits	.7373 =	.0159	+ .0119	+ .0261	+ .0117	+.0819 +.0037 +.0111 +.5750	+	37 +	.0111	+	750
Achievement	.82C7 =	.0561	+ 0304	+ .1197	+ .0052	+ .4891 + .0004 + .0137 + .1061	÷ .	+ +00	.0137	+ •1	190

B - Student Body Variables

T - School Personnel and Personnel Expenditure Variables

F - School Physical Characteristics and Facilities Variables

P - School Pupil Programs and Policies

These difficulties in interpretation should be borne in mind in the following section where selected partial correlations are presented showing the relationships between several variables after their relationship with a third variable (or set of variables) has been removed.

SOME SELECTED PARTIAL CORRELATIONS

The reader can recognize from the previous analyses that it is difficult to decide how much or to what extent the relationships that exist between the independent and dependent variables are causal and to what extent they are the result of some more general social conditions that prevail in our society (such as schools being organized along socio-economic and racial-ethnic lines). Even though they are often times difficult to interpret however these relationships can still be useful. They can be used to document the extent of the relationship that exists for whatever reason. These relationships can also be used in different models of the educational system. Thus, one does not always have to have an explanation of why a relationship exists in order to capitalize on that relationship in simulating changes that might result in an educational system from a particular course of action. For example, one can estimate the achievement levels that might result from locating a school in an area that pulls in students having backgrounds of a certain racial and socio-economic composition. relationships can also be useful in suggesting educational experiments that could be conducted to either substantiate or alter the relationship. For example, innovative programs might be devised to more heavily involve lower socio-economic families in the educative process. One of the desired outcomes of such a program would be to lessen the dependence of the children's achievement levels on the socio-economic status of their parents by making the family's education relaced child rearing practices more similar to those of higher socio-economic groups.

Another even more obvious example is the possible effects that monies from Title I of the Elementary and Secondary Education Act might have on schools with students from the lower socio-economic strata. Since Title I gives financial aid primarily to these kinds of schools we might anticipate that all schools will become more homogeneous in terms of their expenditures and perhaps as well on variables related to expenditures. The data in this study provide a measure of the educational system before Title I monies went into effect. If measures of these same variables could be obtained at later points in time, before and after comparisons could be made and possible changes ascertained.



It is in light of these kinds of considerations that the following partial correlations are presented. Partial correlations of selected independent variables with achievement are presented after the correlation between them that is associated with a third variable (or set of variables) has been removed. These partial correlations are more readily interpretable than regression weights and are often times the desired end product since they describe a number of different relationships between the independent and dependent variables that can be utilized after the association attributable to some other variable has been removed (see McNemar in the List of References for an exposition of partial correlational techniques).

Correlations of the Independent Variables With Achievement After the Associations for School Size, Student Body Home Background and Racial-Ethnic Composition Have Been Partialed Out

Table 16 presents the partial correlations of the school and student body variables with the Achievement composite after their associations or correlations with school size (number of students enrolled), the student body's home background (comprised of the Socio-Economic Status and Family Structure indices) and the Racial-Ethnic composition of the student body have been eliminated. The school size variable is considered to be a necessary correlate of expenditures and the partial correlations that remain after the association with size has been removed may be regarded as relationships that are not influenced by size. When both size and family background have been partialed out the relationships that remain are unrelated to size, student body Socio-Economic Status and Family Structure. When the three variables of size, home background and Racial-Ethnic composition have been partialed out the relationships that remain are unrelated to these variables and may indicate variables that have a more direct influence on or are more directly influenced by achievement. The zero order correlations are also presented in order to facilitate comparisons. The partial correlations are presented for those variables whose zero order correlation was .20 or greater.

Inspection of the first two columns in Table 16 shows that Size has very little relationship with these variables, the squared correlation being .0016. The most noteworthy exceptions are Specialized Staff and Services (6) and Pupils Per Room (28) which exhibit some slight dependence on school size.



TABLE 16.- Partial Correlations of the Independent Variables With Achievement After the Associations With School Size, the Student Body's Home Background and Racial-Ethnic Composition Have Been Removed.

RIABLE		ZERO ORDER		PARTIAI,	CORRELATIONS!
NUMBER*	TITLE		SIZE	SIZE, HB	SIZE, HB, RACH
2	Principal's Experience	22	22	19	07
3	Principal's Training	.21	.22	. 06 ,	.12
6	Specialized Staff and Services	.31	.38	.09	.23
14	Availability of Texts	.21	.21	.09	.08
18	Many Pupils Per Teacher	34	~. 35	~.23	30
19	Teacher Turnover	.22	.22	.22	.18
25	Length of Time Since Non-Whites				
	Entered the School	.20	.20	.19	.18
28	Many Pupils Per Room	23	27		18
30	Principal's Estimate of the	••	•		
30	School's Reputation	.26	.26	01	 03
32	Teachers' Experience	22	22	07	14
33	Teachers' Working Conditions	.47	.47	.11	.01
35 35	Teachers Socio-Economic Back-	• • • /	• 4 /	• 77	• 01
35		20	22	06	0.4
	ground	.32	.32	.06	.04
37	Teachern' College Attended	.31	.31	.13	•05
38	Teachers' Teaching Related				
	Activities	30	30	17	•01
39	Teachers' Preference for High				
	Ability Students	.32	.32	. 09	 03
40	Teachers Sex (High Proportion				
	Female)	22	22	04	- 。04
41	Teachers' Racial-Ethnic Group				
	Membership	.77	77	.60	.17
42	Percent of White Students at	•	• • •		
	Teachers' Undergraduate				
	Institution	.76	.76	.60	.18
43	Teachers' Salary	.24	.24	.07	.17
44	Percent of White Students	• • •	,	•0,	 /
44	in Teacher's Class	.75	.76	.48	13
46	_	.30	.31	.24	.19
	Average Size of Teachers' Class				
47	Teachers' Vocabulary Score	.58	.58	.37	.21
48	Student Body's Expectations	.31	.31	38	17
49	Student Body's Socio-Economic	00	00	00	00
	Status	.82	.82	.00	.00
51	Student Body's Attitude Toward				
	Life	.64	.65	.18	.20
52	Student Body's Family Structure			a	
	and Stability	.66	.67	.00	.00
53	Student Body's Educational				
	Plans and Desires	.50	.50	19	.18
54	Student Body's Study Habits	.46	.46	31	 05
56	Proportion of Girls in the School	1 .28	.28	26	09
57	Racial-Ethnic Composition			- -	•
J.	of Student Body	.84	.85	.64	。00
58	Student Body's Parents PTA	• • •	• • •	,	9
J Ø	Attendance	.25	.25	32	06
		• 43	. 43	34	~. 00
	Multiple Correlation of the				
Variable	s Partialed Out With Achievement		.0016	.7008	8220

^{*} The variable numbers refer to the list of variables as they appear in Appendix A.

^{**}These columns contain the partial correlations after Size, Size and Home Background (Socio-Economic Status and Family Structure and Stability); and Size, Home Background and Racial-Ethnic Composition of the Student Body have been removed, respectively.



Comparison of columns 2 and 3 in Table 16 gives one an idea of the dependence of these variables on Home Background (Socio-Economic Status and Family Structure). Almost all of these variables show some dependence on Home Background. The notable exceptions are the Principal's Experience (2), Teacher Turnover (19), and Length of Time Since Non-Whites Entered the School (25). The relationship of Size and Home Background to Achievement is substantial, the squared multiple correlation being .7008.

By comparing columns 3 and 4 in Table 16 one an get an idea of the dependence of each of these variables on the Racial and Ethnic composition of the Student Body. This dependence does not appear to be straight forward however. For example, some correlations diminish when the Racial-Ethnic composition is partialed out, others remain the same and still others increase in magnitude. Those variables that retain a relatively moderate relationship with Achievement re of particular interest. These variables are: the Principals Training (3); Specialized Staff and Services (6); Many Pupils Per Teacher (18); Teacher Turnover (19); Length of Time Since Non-Whites Entered (25); Many Pupils Per Room (28); Teacher's Experience (32) and Racial-Ethnic Group Membership (41); Percent of White Students at Teachers Undergraduate Institution (42); Salary (43); Percent of White Students in Teacher's Class (44); Average Class Size (46) and; Teacher's Vocabulary Score (47); the Student Body's Expectations (48); Attitude Toward Life (51); and Educational Plans and Desires (53).

The instructional and instructional expenditure variables of Principal's Training, Specialized Staff and Services, and Pupils Per Teacher have a moderate relationship with Achievement and reaffirm our earlier line of reasoning which suggested that school personnel was one of the most important sets of variables for Achievement. The slight negative relationship of the Teacher's Experience with Achievement suggests that there may be a point beyond which age and years of teaching are not beneficial (and may even be detrimental) in the aggregate. The positive relationship for the Teacher's Racial-Ethnic Group membership and Percent of White Students at their Undergraduate Institution might reflect the influence of a more favorable climate for Achievement. Thus, if in many predominantly white schools there is a disproportionately greater emphasis on Achievement then the racial background of the teacher could still relate to school achievement (viz. ther may be a non-linear relationship of these variables with Achievement). This same kind of

reasoning may also hold, in the reverse direction, for the Percent of White Students in the Teacher's Class (44), and for Teacher's Salary (43), Class Size (46) and Vocabulary (47) or they may reflect more nearly causal kinds of relationships. The meaning of the negative relationship of Expectations (48) with Achievement is not readily apparent. Perhaps this reflects unrealistically high expectations which may operate to produce lower achievement. The relationships of Attitude Toward Life (51) and Educational Desires and Plans (53) with Achievement are meaningful in that schools with a preponderance of future oriented, motivated students may have higher achievement levels than do other schools, irrespective of the social background of their students.

REGIONAL VARIATIONS IN THE REGRESSION OF ACHIEVEMENT AND ATTITUDES ON STUDENT BODY HOME BACKGROUND AND RACIAL-ETHNIC COMPOSITION

The possibility was alluded to earlier in this report that the regressions of Achievement on different variables may be different when schools are categorized or stratified in different ways. One very important way of categorizing schools is into different regions of the United States, for the social organization of school systems and educational practices may vary considerably for say, New England and the Southeast.

The remainder of this report presents the regressions of the Achievement and Attitudinal indices on Home Background and Racial-Ethnic composition of the Student Body for different regions of the United States. The different regional classifications used are given in Table 17.



TABLE 17.- Regional Classification of States Used in the Educational Opportunities Survey

REGIONAL NUMBER	REGIONAL TITLE	STATES INCLUDED IN THIS REGION
I	New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
II	Mid-Acleatic	Delaware, Washington, D.C., Maryland, New Jersey, New York and Pennsylvania
III	Great Lakes	Indiana, Michigan, Ohio, Illinois and Wisconsin
IV	Plains	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota
V	Southeast	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi North Carolina, South Carolina, Tennessee, Virginia, and West Virginia
VI	Southwest	Arizona, New Mexico, Oklahoma, and Texas
VII	Far West and Rocky Mountain	Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.



Multiple Regression of Achievement on Student Home Background and Racial-Ethnic Composition for Different Regions

Table 18 gives the squared multiple correlations of Achievement on various combinations of student Socio-Economic Status (SES), Family Structure and Stability (FSS) and Racial-Ethnic Composition (REC). The combined variables of SES and FSS are called Home Background.

TABLE 18. - Multiple Regression of Achievement on Student Home Background and Racial-Ethnic Composition for Different Regions

Squared Multiple Correlations

REGION	SES	SES FSS	REC	SES FSS REC	<u>N</u> *
I New England II Mid-Atlantic III Great Lakes IV Plains V Southeast VI Southwest VII Far West and Rocky Mountain All Regions Combined	.8263 .4428 .6759 .6850 .6293 .4405	.8742 .7316 .7610 .6858 .7299 .5102 .6905	.2009 .6581 .6757 .5086 .7464 .7607 .7619 .7101	.8856 .7776 .7704 .8694 .8249 .7738 .8207	25 135 88 53 389 125 108 923 923
Within Regions Among Regions			.7117 .9452		7

^{*} N indicates the number of schools in each region (or for Among regions, the number of regions).



Inspection of the first column of Table 18 shows the dependence of school achievement on the Socio-Economic Status of the students for different regions as well as for all regions combined. This column shows that this dependence is greatest for schools in the Mid-Atlantic region and least for the Far West and Great Lakes regions. The Within regions values are obtained by subtracting the regional means or averages from the schools in that region and then pooling these regional deviations ever regions (weighting for the number of schools in each region) and computing the regression. By comparing the values for All regions with the values for Within regions one can see the extent of contribution of regional differences when all regions are combined. For example, in column 1, the difference between All regions and Within regions is .6666 - .6303 = .0363. Thus about 4 percent of the variation in school achievement predictable from SES can be attributed to regional differences.

The among regions values are computed by regressing the regional Achievement averages on the regional SES averages. Column 1 shows that regional differences in Achievement are highly predictable using regional differences in SES

Column 2 in Table 18 shows the dependence of school achievement on student Home Background (SES and FSS). Again the greatest dependence is exhibited for the Mid-Atlantic states and the least dependence for the Far West and Rocky Mountain region. The Great Lakes region exhibits a considerable increment when Family Structure (FSS) is brought into the regression. The regional differences still account for about 3 percent of the variance in school Achievement predictable from Home Background (.6905 - .6629 = .0276). Using both SES and FSS the Among region differences in Achievement are even more predictable (.9043).

The extent of dependence of school Achievement on the Racial and Ethnic Composition of the Student Body is given in Column 3. The squared correlation for schools in the New England ragion is remarkably lower than for any of the other regions. The next lowest value is for the Plains region, however, this value is more than twice the value for the New England schools. Next in ascending order are the Mid-Atlantic and Great Lakes regions and then clustering closely together are the Southeast, Southwest and Far West and Rocky Mountain regions. It is also of interest to note that the Within regions differences are almost identical to the Combined regions, indicating that regional mean differences are not making much of a contribution in the overall or combined analysis. This does not mean however that the regions are not different from one another



(Among) as evidenced by the squared multiple correlation of .9452 which indicates a high degree of predictability of differences Among regions knowing only the Racial and Ethnic composition of the ninth grade students in these schools in these regions.

The most important column is the fourth one which gives the dependence of school Achievement on the combined variables of SES, FSS and REC. These values show that the greatest dependence exists in the Mid-Atlantic, Southeast and Southwest regions. The dependence for the other regions is roughly 10 percent less. This suggests that if these latter regions were combined and regressions were recomputed the school variables might be able to make a greater relative contribution to school Achievement. The results of such a study are presented in a later section. The reader will also note that the difference between All regions and Within regions is very small and that the differences among regions are very highly predictable using these three variables.

Multiple Regression of Expectations on Student Home Background and Racia?-Ethnic Composition for Different Regions

Table 19 gives the squared multiple correlations of Expectations for Excellence on various combinations of Student Socio-Economic Status (SES) Family Structure and Stability (FSS) and Racial-Ethnic Composition (REC). The combined variables of SES and FSS are called Home Background.

TABLE 19. - Multiple Regressions of Expectations on Student Home Background and Racial-Ethnic Composition for Different Regions

				Square 1 Multiple Correlations							
<u>REGION</u> <u>SES</u>	SES FSS	REC	SES FSS REC	<u>N*</u>							
I New England .1348 II Mid-Atlantic .3135 III Great Lakes .0714 IV Plains .2932 V Southeast .3148 VI Southwest .1016 VII Far West & Rocky Mountain .5578 All Regions Combined .2219 Within Regions .2926 Among Regions .1420	.4381 .1648 .3802 .5740 .1254 .7442 .4373	.0087 .1560 .0220 .1570 .0874 .0185 .3158 .0812 .0990 .0807	.5518 .3014 .4087 .6562 .1944 .7580 .5214 .5632	25 135 88 53 389 125 108 923 923							

^{*} N indicates the number of schools in each region (or for Among regions, the number of regions)



Column 3 in Table 19 shows that there is a remarkably low dependence of Expectations on the Racial and Ethnic composition of the students except for the Far West and Rocky Mountain region. There is a much greater dependence on the Socio-Economic Status and Home Background (SES and FSS) of the students than on their Racial and Ethnic Composition. The dependence on Home Background is greatest for the Far West and Southeast regions and lowest for the Southwest and Great Lakes regions. This ranking tends to remain the same when one looks at Home Background and Racial-Ethnic Composition combined. The regional differences tend to attenuate the prediction of Expectations as evidenced by a squared multiple correlation of .5214 for all Regions combined and a value of .5632 for Within regions.

Multiple Regression of Attitude Toward Life on Student Home Background and Racial-Ethnic Composition for Different Regions

Table 20 gives the squared multiple correlations of Attitude Toward Life on various combinations of Student Socio-Economic Status (SES), Family Structure and Stability (FSS) and Racial-Ethnic Composition (REC). The combined variables of SES and FSS are called Home Background.

TABLE 20 - Multiple Regression of Attitude Toward Life on Student Home
Background and Racial-Ethric Composition for Different Regions
Squared Multiple Correlations

REGION	SES	SES FSS	<u>rec</u>	SES FSS <u>REC</u>	<u>N*</u>
I New England	.0622	.3930	.0729	.3991	25
II Mid-Atlantic	.3930	.5844	. 3240	.6129	135
III Great Lakes	.1158	.4707	.3963	.4813	88
IV Plains	.4874	.5138	.2188	.5195	53
V Southeast	. 4032	.5668	. 3564	.5782	389
VI Southwest	.2649	.3490	. 2583	.3513	125
VII Far West and Rocky Mountain	.3641	.8206	.3921	.8206	108
All Regions Combined	.3631	.5822	.3573	.5847	92 3
Within Regions	.3380	.5622	.3272	.5643	923
Among Regions	.7624	.9030	. 8961	.9270	7

^{*} N indicates the number of schools in each region (or for Among regions, the number of regions).



Column 3 in Table 20 shows the dependence of Attitude Toward Life on the Racial and Ethnic composition of the students. This dependence is least for New England, intermediate for the Plains and Southwest and greatest for the remaining regions. This trend alters somewhat for Socio-Economic Status and Home Background. Thus, the dependence of Attitude Toward Life on SES is least for New England and the Great Lakes and greatest for the Plains and the Southeast. Even this ranking tends to alter somewhat when Family Structure (FSS) is brought into the analysis. For now the dependence is remarkably greater for the Far West and Rocky Mountain region and least for the Southwest and New England. When Home Background (SES and FSS) and Racial-Ethnic composition are combined (see column 4) the dependence of Attitude Toward Life on these variables remains greatest for the Far West and least for the Southwest.

Multiple Regression of Educational Plans and Desires on Student Home Background and Racial-Ethnic Composition for Different Regions

Table 21 presents the squared multiple correlations for the regression of Educational Plans and Desires on various combinations of Student Socio-Status, Home Background (SES and FSS) and Racial-Ethnic composition.

In scanning Table 21 one is impressed by the lack of dependence of Educational Plans and Desires on Racial-Ethnic composition but the moderate to strong dependence on Socio-Economic Status of the students Apparently even with publicly supported institutions of higher learning the desire and intent to go to college is still dependent upon the individuals's socio-economic background.

When all three variables are brought into the analysis (see column 4) the dependence of Educational Plans and Desires is even more pronounced. The dependence is fairly similar and highest for the Mid-Atlantic, Far West, New England and Great Lakes Regions. The dependence is lowest for the Southwest.



TABLE 21. - Multiple Regression of Educational Plans and Desires on Student Home Background and Racial-Ethnic Composition for Different Regions

Squared Multiple Correlations

REGION	SES	SES FSS	REC	SES FSS REC	<u>N*</u>
I New England	.6784	.6811	.0007	. 7352	25
II Mid-Atlantic	. 7062	.7177	。 1727	. 7912	135
III Great Lakes	. 5923	.6084	.0221	.7167	88
IV Plains	.5399	.5459	.0954	.6426	53
V Southeast	. 4274	.4432	.0232	.6419	389
VI Southwest	.2862	.2903	.0884	. 3299	125
VII Far West and Rocky Mountain	a 6101	.7691	.3235	. 7847	108
All Regions Combined	.4709	.4878	.0812	.6066	923
Within Regions	. 4992	.5140	.0699	.6413	923
Among Regions	.3467	.3505	.3712	.3851	7

^{*} N indicates the number of schools in each region (or for Among regions, the number of regions)



Multiple Regression of Study Habits on Student Home Background and Racial-Ethnic Composition for Different Regions

Table 22 gives the squared multiple correlations for the regression of Study Habits on Student Home Background and Racial-Ethnic composition for different regions.

TABLE 22. - Multiple Regression of Study Habits on Student Home Background and Racial-Ethnic Composition for Different Regions

Squared Multiple Correlations

SES SES FSS REGION <u>SES</u> <u>FSS</u> REC REC N*I New England .1116 .0651 .5606 .5608 25 II Mid-Atlantic .2691 . 3642 .5714 .6342 135 III Great Lakes .2612 . 2565 .4832 .5041 88 IV Plains . 4702 .5539 .1923 .6122 53 V Southeast ، 7790 . 4033 .7128 .1422 389 VI Southwest .1246 . 1395 . 3697 . 3957 125 VII Far West and Rocky Mountain . 3769 . 8907 . 3510 . 8968 108 All Regions Combined . 3211 .6785 .1810 . 7373 923 Within Regions . 3280 **.**6775 **.**1695 **.**7364 923 Among Regions . 4519 . 8147 .5314 . 8426 7

Column 1 in Table 22 shows that Study Habits has a moderate dependence upon the SES of the students. The most striking dependence of Study Habits is on Family Structure and Stability (FSS) as evidenced by the increase in the squared multiple correlation when SES alone (column 1) is compared with the regression for both SES and FSS (column 2). The greatest increase is for the Far West with New England and the Great Lakes regions



^{*} N indicates the number of schools in each region (or for Among regions, the number of regions)

next highest. The smallest increase is for the Plains region and this is also the region for which the dependence of Study Habits on SES is greatest. The dependence of Study Habits on Family Structure is meaningful in that many of the variables that comprise the Study Habits index are concerned with child-parent relationships such as how often he was read to as a child, how frequently he discusses his school work with his parents, etc. The dependence of Study Habits on Home Background and Racial-Ethnic composition is greatest for the Far West and Southeast and least for the Southwest.

Comparison of the Multiple Regressions of the Dependent Variables on Home Background and Racial-Ethnic Composition for Different Regions

Table 23 presents a comparison of the squared multiple correlations of the dependent variables with Socio-Economic Status, Family Structure and Stability and Racial-Ethnic Composition for different regions.

TABLE 23. - Squared Multiple Correlations of the Dependent Variables With Home Background and Racial and Ethnic Composition for Different Regions

		Squar	ed Mul	<u>tiple</u>	<u>Correl</u>	ations*
REGION	<u>ACH</u>	EXP	ATT	EDPL	STDY	<u>N*</u>
I New England II Mid-Atlantic III Great Lakes IV Plains V Southeast VI Southwest VII Far West & Rocky Mountain	.8856 .7776 .7704 .8694 .8249	.5518 .3014 .4087 .6562 .1944	.3991 .6129 .4813 .5195 .5782 .3513 .8206	.7912 .7167 .6426 .6419 .3299	.6342 .5041 .6122 .7790 .3957	25 135 88 53 389 125 108
All Regions Combined Within Regions Among Regions	.8130	.5632	.5847 .5643 .9270	.6413	.7364	923 923 7

^{*} The abbreviations are: ACH for Achievement, EXP for Expectations, ATT for Attitude Toward Life, EDPL for Educational Plans and STDY for Study Habits. N indicates the number of schools in each region (or for Among regions, the number of regions).



Inspection of Table 23 shows that there is considerable fluctuation in the relative dependence of the dependent variables on Home Background and Racial-Ethnic Composition for the different regions. Thus, for Achievement (column 1) the dependence is greatest for the Mid-Atlantic, Southeast and Southwest regions whereas for the other variables the dependence is almost always greatest for the Ear West, Southeast and Mid-Atlantic regions. Further, for the variables other than Achievement the dependence is usually least for the Southwest, Great Lakes and Plains regions. An investigation of the relative contribution of school variables and student body variables to Achievement for those regions where the dependence of Achievement on Home Background and Racial-Ethnic Composition is least (regions I, III, IV and VII) is presented in the following section.

CORRELATIONAL AND REGRESSION ANALYSES FOR REGIONS WHERE THE DEPENDENCE OF ACHIEVEMENT ON STUDENT BODY HOME BACKGROUND AND RACIAL-ETHNIC COMPOSITION IS LOWER

The previous section showed that the dependence of school achievement on the student body's Socio-Economic Status (SES), Family Structure and Stability (FSS) and Racial-Ethnic Composition (REC) was relatively lower for four of the seven regions. Accordingly, the schools from these four regions were pooled and some of the earlier analyses were re-run. The total number of schools obtained by pooling the New England, Great Lakes, Plains and Far West regions (regions 1, 3, 4 and 7 in Table 17) was 274. The variables used in these analyses are the same as those used in the earlier analyses.

Table 24 gives the intercorrelations of the equating variables of SES, FSS and REC and their correlations with the school variables and with the Achievement composite. Inspection of Table 24 shows that the three student body variables are still moderately to highly correlated with Achievement as well as with the school variables. When these correlations are compared with those in Table 9 one notes that the only marked change is in the correlation of SES with Achievement being .71 using only the schools from regions 1, 3, 4 and 7 and being .82 when the schools from all regions are used. This suggests again, as in the earlier section of this report, that the school influences are bound up with the student body characteristics and consequently, when schools are equated for student body differences there will be few if any differences between schools remaining. In doing these analyses it was thought that the



TABLE 24.-Intercorrelations of the Equating or Control Variables and Their Correlations With Achievement for the New England, Great Lakes, Plains and Far West Regions

	·	SES	FSS	REC	ACH
1.	Socio-Economic Status (SES)	1,00	.59	.61	.71
2.	Family Structure and Stability (FSS)	.59	1.00	.72	.67
3.	Racial-Ethnic Composition (REC)	.61	.72	1.00	.81
4.	Achievement (ACH)	.71	.67	.81	1.00
5.	School Variables (full set of 31)*	.85	.77	.90	.90

*This row contains the multiple correlation of the full set of school variables (see pages 6 and 7) with each of the other variables.

contribution of the school might be greater if there was less dependence of school achievement on the home background and racial composition of the schools. Table 25 gives the squared multiple correlations and relative contributions for the student body and school variables.

Inspection of rows 1 and 2 in Table 25 shows that school Achievement is more predictable from the school variables than from the student body variables, the squared multiple correlations being .8105 and .7390 respectively. When both sets of variables are entered into the regression the squared multiple correlation does not increase very much over the value for the school variables taken alone (row 3). These two sets of variables combined yield a squared multiple correlation of about .86 or a multiple correlation of .93. Rows 4 and 5 of Table 25 give the unique contribution of the school and student body variables respectively. These rows show that the school variables make a greater relative contribution to Achievement than do the student body variables, the values being about .12 and .05 respectively. This analysis strongly suggests that the Socio-Economic Status of the student body is an important variable on which to stratify

TABLE 25.-Squared Multiple Correlations of Achievement With Student Body and School Variables for the New England, Great Lakes, Plains and Far West Regions

	VARIABLE SET	ACHIEVEMENT		
1.	Student Body	.7390		
2.	School	.8105	•	
3.	Student Body and School	.8576		
4.	(3) - (1)	.1186		
5.	(3) - (2)	.0471	,	

schools and then examine the regression of Achievement on other school variables.

Table 26 gives the squared multiple correlations of the school and student body variables expressed as a function of their unique contribution and their commonality coefficients. These coefficients are obtained in the same manner as the two set case given in an earlier section of this report.

Inspection of Table 26 shows that most of the predictable variance in Achievement is still bound up in the overlap or commonality between the school and student body variables. When these values are compared with their counterparts in Tables 11 and 12 the reader will note that the level of predictability for the school variables is higher for these selected regions than when all regions are combined. However, the commonality coefficient is only slightly smaller, the difference being about .02. A reversal occurs in the unique contribution of the school and student body variables. Whereas in the earlier analysis the relative contribution of the student body variables was greater than for the school variables this ordering is now reversed when we work with only regions 1, 3, 4 and 7.

TABLE 26.-The Squared Multiple Correlations of Achievement With The School Variables and the Student Body Variables Expressed as a Function of Their Unique Contribution and Their Commonality Coefficients, for the New England, Great Lakes, Plains and Far West Regions

$$\frac{R^{2}(S) = C (B,S) + U(S)}{.8105 = .6919 + .1186}$$

$$\frac{R^{2}(B) = C (B,S) + U(B)}{.7390 = .6919 + .0471}$$

Table 27 gives the squared multiple correlation of the student body variables with Achievement expressed as a function of their commonality coefficients with the three sets of school variables. These variables are the same as those used for Table 15.



Their Commonality Coefficients With the Three Sets of School Variables Achievement Expressed as a Function of Their Unique Contribution and TABLE 27.-The Squared Multiple Correlation of the Student Body Variables With for the New England, Great Lakes, Plains and Far West Regions

$$R^{2}(B) = C(B,T,F,P) + C(B,T,F) + C(B,F,P) + C(B,T) + C(B,F) + C(B,F) + U(B)$$

 $.7390 = -.0482 + .0808 + .1049 + .0302 + .4149 .0005 + .1083 + .0471$

B = Student Indy Variables

T = School Personnel and Personnel Expenditure Variables

F = School Physical Characteristics and Facilities Variables

P = School Pupil Programs and Policies

Table 27 shows that the greatest commonality occurs between the school personnel and personnel expenditure variables and the student body variables (.4149). The next highest value occurs for the student body variables with the pupil programs and policies (.1088). The third order commonality coefficient for student body, school personnel and pupil programs is the next highest (.1049) followed by the third order coefficient for student body, school personnel and facilities (.0808). These findings parallel in part those in Table 15. In that Table the school personnel and expenditure variables show the greatest involvement with the student body variables in predicting Achievement. However, the pupil program and facilities variables do not display the extent of relationship in Table 15 that they do in Table 27. Although it is difficult to determine causality in these coefficients the fact that commonality coefficients of this magnitude do exist suggests that at least some of these school variables other than personnel may be both influenced by and have an influence upon the student's Achievement.

The most salient findings of the analyses for these selected regions is that the school variables can have a greater contribution to school Achievement than student body variables and that the Socio-Economic Status of the student body is an important variable to stratify schools on in order to uncover some of these relationships.

SUMMARY AND CONCLUSIONS

This report discusses the steps involved in reducing the 400 variables from the Educational Opportunities Survey into a smaller number of indices so that the volume of data processing and complexity of later analyses could be reduced. Descriptions are given of the indices obtained from these analyses.

Correlational and regression analyses of these indices and other variables with the Achievement levels of ninth grade schools are given. The correlations of school and student body variables with: the rural-urban location of the school, the number of students enrolled in the school, the principal's training, pupil teacher ratio, school achievement levels, the student body's socio-economic status and the student body's racial and ethnic composition are presented and discussed.

Regression analyses of the student body's Achievement levels, Expectations, Attitude Toward Life, Educational Plans and Study Habits, against student body and school variables showed that the student body variables made a greater relative contribution than the school variables. The school variables were found to be highly correlated with the student body variables of Socio-Economic Status and Racial-Ethnic composition as well as with school Achievement. Analyses of the overlap of the student body and school variables showed that almost all of the predictable variance in Achievement was contained in the student body-school overlap.



Consequently when schools are equated for the kinds of students that they get initially they tend also to be equated for the influence that they have on these students. However, when schools were equated for differences in their size, and the home background and racial composition of the student body through partial correlation techniques, such variables as: pupil teacher ratio; specialized staff and services; teachers' termover, experience, salary, race, class size and verbal facility continued to show low to moderate relationships with Achievement.

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More detailed analyses showed that for Achievement, the student body variables had their greatest overlap with the school personnel and personnel expenditure variables. This suggests that this latter set of variables may be most important in promoting Achievement.

Regional analyses were conducted of the regression of Achievement and attitude indices on student body variables. Considerable regional differences in the dependence of school Achievement on student body home background and Racial-Ethnic composition were discerned. For schools where the dependence of Achievement on the Socio-Economic Status of the students was lowest the school variables made a greater contribution to Achievement than did the student body variables. This highlights not only the importance of Socio-Economic Status in studying school Achievement but suggests that the school variables that contribute to Achievement may differ for students from different socio-economic backgrounds. An analysis investigating these differences is currently being conducted.

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APPENDIX A

Means, Standard Deviations and Intercorrelations

The means and standard deviations are not in a readily inter-The means and standard deviations of the teacher and pretable form. student indices and variables were standardized to a mean of zero and a standard deviation of one for total teachers and total students. When the teacher or student values are then aggregated by schools and averaged by the number of teachers or students in the school, these averages can take on positive or negative values. Similarly, the teacher and student standard deviations don't have any particular metric, it's rather the relative differences that are meaningful. items from the principal questionnaire were standardized using the means and standard deviations for all schools included in the survey. Since this study included only ninth grade schools this standardizing operation brought the means and standard deviations close to zero and one relative to their pre-standardization values but did not make them identically zero and one. Many of the indices have means and standard deviations greater than zero and one since they represent the weighted sum of several variables.



List of Variables

Number	<u>Title</u>
1	Plant and Physical Facilities - comprised of area of plant, possession of central library, auditorium, gymnasium, caleteria, atheletic field, kitchen, infirmary or health room
2	Principal's Experience - comprised of number of years as a principal, years as a principal in present school and years of age
3	Principal's Training - comprised of the principal's highest degree held and salary
4	Principal's College Attended - comprised of the ranking of the undergraduate institution, highest degree offered by that institution and its location
5	Instructional Facilities - comprised of number of volumes in the library; possession of a shop, biology, chemistry, physics and foreign language labs, a typing room, movie projectors; and offering a number of extracurricular activities
6	Specialized Staff and Services - higher scoring schools have: a free kindergarten; art, music, speech and remedial reading teachers; more guidance counselors; provisions for mental health services; a librarian; a nurse; an attendance officer and offer special classes.
7	Tracking and Ability Grouping - high scoring schools practice ability grouping or tracking, have: a high proportion of students moving between tracks and an accelerated curriculum
8	Testing - higher scoring schools frequently administer intelligence, achievement and interest tests
9	Transfers - higher scoring schools have a larger percent of students transferring in and out
10	Remedial Programs - high scoring schools have a higher percent of students in remedial math and/or reading classes
11	Free Milk and Lunch Programs - higher scoring schools have a higher proportion of students who get free milk and/or lunch.



List of Variables (cont'd.)

Number	<u>Title</u>	
12	Accreditation - higher scoring schools have state and regional accreditation	
13	Age of Texts - high scoring schools have older texts	
14	Availability of Texts - high scoring schools provide free textbooks and have a sufficient supply available	
15	Rural-Urban Location of School - high scoring schools are in the inner cities and large city suburbs, low scoring schools are in small towns or rural areas	
16	Principal's Estimate of the Student Body's Socio-Economic Status - high scoring schools have children of predominantly professional and white collar workers, low scoring schools have children of predominantly factory or blue collar workers and rural families	
17	Parent-Teachers Association - a high scoring school has a large parent turnout for PTA	
18	Pupil Teacher Ratio - high scoring schools have many pupils per teacher	
19	Teacher Turnover - high scoring schools lose a higher proportion of teachers for reasons other than death or retirement	
20	Teacher Tenure - high scoring schools have an official teacher tenure system	
21	Teacher Examinations - high scoring schools use national or local examinations for appointing teachers	
22	Number of Students Enrolled in the School - high scoring schools have more students	
23	Principal's Estimate of the Proportion of White Students in the School - high scoring schools have a higher proportion of white students	
24	Principal's Estimate of the Scope and Severity of School Problems - high scoring schools have many problems with destruction of school property, impertinence and discourtesy, racial tensions, stealing, etc.	

List of Variables (Cont'd)

Number	<u>Title</u>
25	Length of Time Since Non-Whites Entered the School - high scoring schools have had non-whites in the school longer
26	Amount of Homework Expected Per Day - high scoring schools expect more hours per day of homework
27	Age of Building - a high score indicates an older building
28	Pupils' per Room Ratio - a high score indicates many pupils per room
29	Principal's Sex - a high score indicates a female principal
30	Principal's Estimate of the School's Reputation - a high score indicates that the school has a good reputation among other educators in the area
31	Principal's Percent of Time Devoted to Teaching - a high score indicates a large proportion of time devoted to teaching
32	Experience - comprised of the teacher's age, years of teaching experience and years of teaching in his present school
33	Teaching Conditions - comprised of various aspects of the teachers's view of his teaching situation such as how hard the students try to achieve, their academic ability, the reputation of the school and student disciplinary, racial, etc. problems
34	Localism of Background - a teacher with a high score has spent most of his life in a small geographic area and has graduated from high school and college in that locale
35	Socio-Economic Background - comprised of the teacher's parent's educational level, father's occupation and rural urbanness of their background
36	Training - comprised of the teacher's highest degree held, certification, salary level and tenure



List of Variables (Cont'd)

Number	<u>Title</u>	
37	College Attended - comprised of the kind of undergraduate institution attended (e.g. normal school, public or private university, etc.) the highest degree offered by that institution and the teacher's rating of the academic level of the institution	
38	Teaching Related Activities - comprised of the hours of unofficial time spent in preparation for class and counseling, the number of educational journals read regularly, etc.	
39	Preference for High Ability Students - teacher prefers to work with students of higher ability, socio-economic statuetc.	
40	Teachers' Sex - scored high for a female, low for a male	
41	Racial-Ethnic Differences in Contextual Vocabulary - a variable created by assigning each teacher the average vocabulary score obtained by his racial or ethnic group	
42	Percent of White Students at Teachers' Undergraduate Institution - a high score indicates that many of the teachers in the school attended predominantly white undergraduate institutions	
43	Teachers' Salary - a high score indicates a high average teacher salary	
44	Percent of White Students in Teachers' Class - a high score indicates that many teachers in the school have a high percent of white students in their classes	
45	Number of Hours Per Day Spent in Teaching - a high score indicates many hours per day spent in teaching	
46	Average Class Size - a high score indicates a high proportion of average size (15 - 30 pupils) classes	
47	Vocabulary Score - total number of items correct on a contextual vocabulary test	
48	Student Body's Expectations for Excellence - a high score indicates the student body has high expectations for achievement.	

List of Variables (Cont'd)

Number	<u>Title</u>
49	Student Body's Socio-Economic Status - a high score indicates the student body has a high SES level
50	Student Body's Social Confidence - a high score indicates the student body has high confidence in it's ability to do things. This index was eliminated for the regressions due to its high correlation with Attitude Toward Life
51	Student Body's Attitude Toward Life - a student with a high score on this index believes that people like himself have a chance to be successful, when he tries to get ahead he won't experience many obstacles, hard work is more important than good luck for success, won't have a hard time getting a job with a good education, etc.
52	Student Body's Family Structure and Stability - a student with a high score has both his father and mother in the home, father is the major source of income, he hasn't changed schools recently, etc.
53	Student Body's Educational Desires and Plans - a student with a high score desires and plans to go to college, his parents want him to go to college and he has high occupational level aspirations
54	Student Body's Study Habits - a student with a high score spends about 2 hours a day studying, has frequent discussions about his school work with his parents, was read to as a child before he started school, read many books during the summer, etc.
55	Student Body's Achievement Level - a high score indicates high average achievement
56	Proportion of Females in Student Body - a high score indicates a high proportion of females
57	Student Body's Racial and Ethnic Composition - a variable created by assigning each student the average achievement score obtained by his racial or ethnic group. Whites and Oriental Americans are scored high with Negroes, Puerto-Ricans, Mexican-Americans and Indian-Americans scored low. Consequently, a high score indicates a high proportion of whites and Oriental-Americans in the school

List of Variables (Cont'd)

Number	<u>Title</u>
58	Student Body's Parental PTA Attendance - a high score indicates a high proportion of students whose parents attend PTA
59	Student Body's Kindergarten Attendance - a high score indicates a high proportion of students who attend kindergarten.



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2	12507. 0.2227 0.5767 1.8212 2.0189	12882. -0.2929 0.5635 1.2929 2.0089	13054. 0.5676 0.5676 2.0100 1.0000	13054. 0.1258 0.5676 1.5333 2.0100	10191. 0.1411 0.5203 1.1960 2.0625 -0.0921	6455. 0.1124 0.2814 0.9353 1.8431 0.0916	12900. -0.0344 0.5481 1.2293 1.9799 -0.0745
6	12578. 0.2147 -0.2945 1.825 1.3022	13115. -0.3055 -0.3055 1.2864 1.2864 1.0043	12882. 0.5635 -0.2929 2.0039 1.2929	13115. 0.1266 -0.3055 1.5329 1.2864 0.1784	10316. 0.1384 -0.4090 1.1815 1.1872 -0.0035	6547. 0.1343. -0.4515 0.9662 1.1185	12978. -0.0288 -0.2999 1.2993 -0.0171
∞	12733. 0.2193 0.2193 1.8241 1.8241 1.0000	12578. -0.2946 0.2147 1.3022 1.8206	12507. 0.5767 0.2227 2.0139 1.8212	12733. 0.1362 0.2193 1.5408 1.8241 0.1654	9905. 0.1129 6.4666 1.2114 1.6336 0.1429	6262. 0.1078 0.7890 0.9469 1.7993	12656. -0.0363 5.2193 1.2233 1.6281 -0.0576
7	12733. 0.2193 0.4605 1.8241 2.6202 -0.1153	13115. -0.3055 0.5223 1.2864 2.6255 -0.0089	13054. 0.5676 0.5484 2.0103 2.6333	13287. 0.1249 0.5172 1.5244 2.6350 -0.9520	10418. 0.1234 0.5123 1.2931 2.6840 0.0086	668. 0.1329 0.9399 2.7383	13133. -0.0298 0.4885 1.2275 2.6246
9	12561. 0.1983 1.7453 1.8223 4.2963	12882. -0.3018 1.8625 1.2938 4.3490	12822. 0.5834 1.9066 2.0170 4.3349 0.3196	13054. 0.1214 1.8591 1.5310 4.3503	10186. 0.1155 1.3237 1.2092 4.3479 0.0157	6559. 0.1160 0.4711 0.9573 4.4033 0.0667	12930. -0.0296 1.8425 1.2322 0.1006
w	12494. 0.2326 6.2895 1.8344 4.2499	12876. -0.3302 6.3703 1.2339 4.2345 -0.6039	12803. 6.5620 6.3418 2.0122 4.2843	13032. 0.1201 6.3300 1.5215 4.2804	10246. 0.1313 6.0768 1.1837 4.2716 0.2383	6509. 0.1266 6.5305 0.9664 4.5674 0.9873	12878. -0.0174 6.3451 1.2035 4.2824 0.1623
.	12733. 0.2193 0.1359 1.8241 1.2949 0.3528	13115. -C.3055 0.1285 1.2864 1.2882 0.1996	13054. 0.5676 0.1209 2.0103 1.2952 0.0126	13287. 0.1249 0.1207 1.5244 1.2906 -0.0206	10418. 0.1234 0.1053 1.2031 1.2845 0.1151	6688. 0.1329 -0.0593 0.9594 3.2534 0.0753	13133. -0.0298 6.1367 1.2275 1.2880
m	12634. 0.2249 0.4622 1.8190 1.3364	12985- -0-3077 0-4567 1-2881 1-321	12928. 0.5558 0.4633 2.0091 1.3300 0.2380	13157. 0.1.16 0.4508 1.5286 1.3254	10289. 0.1210 0.3158 1.2012 1.2817	6607. 0-1362 0-2251 0-9627 1-2438 0-5212	13053- -0.0259 0.4528 1.230 1.325 0.0319
2	12733. 0.2193 0.0165 1.8241 2.2234 0.3163	13115- -0-3055 0-0766 1-2864 2-2595	13054. 0.5616 0.0221 2.0100 2.2040	13287. 0.1249 0.0772 1.5244 2.2610	10418- 0-1234 0-2648 1-2031 2-3206 -0-0195	5698. 0.1329 0.2730 2.4580 0.0400	13133. -0.0298 0.0725 1.2275 2.2639 0.0761
~	12538- 0-2247 1-4907 1-8342 1-9057 0.0463	12907. -0.3045 1.5107 1.2932 1.9163	12385. 0.5731 1.5012 2.0174 1.9258 -0.0006	13064° 0.1176 1.4979 1.5007 1.9186	10224. 0.1271 1.5364 1.2069 1.9549 0.0001	6522. 0.0988 1.3651 0.9030 2.0342 0.0488	12910. -0.0331 1.4818 1.2253 1.9157 0.0543
VS. Y	n 2×××>>	o Z×>×>	2××××	======================================	15 5 4 4 4 5	EX > X > X	# # 2×××>>
×	AVE SIG	AVE AVE S16 S16	AVE X AVE Y SIG X SIG X RXY	AVE AVE SIG SIG RX	AVE SIG SIG RX	AVE AVE SIG SIG RX	AVE SIG

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

ERIC POINTER PROVIDED BY ERIC

GROUP WITHIN SET

CI	12945. 0.0315 0.5679 0.9757 2.0016	12967. 0.0129 0.5696 0.9984 2.0150	13054. -0.2358 0.5576 0.8497 2.0100	13054. -0.4656 0.5676 0.8683 2.0100	50.30	12671. -0.0292 0.5750 1.0057 2.0186 0.1332	12992. 0.0526 0.5719 2.0124 0.0378
6	13005. -0.0294 -0.3035 0.9764 1.2898 0.2016	13027. 0.0090 -0.3093 0.9996 1.2899	13115. -0.2473 -0.3055 0.8396 1.2864	13115. -0.4655 -0.3055 0.8828 1.2864	116.00	12931. -0.0274 -0.3114 1.0079 1.2807 0.0808	13052. 0.0633 -0.3036 1.0949 1.2683 0.054
20	12651. -0.0686 0.2236 0.9646 1.8272	12673. -0.0043 6.2071 1.0137 1.8173	12733. -0.2374 0.2193 0.8534 1.8241 0.0453	12733. -0.4715 0.2193 0.8706 1.8241	622	12550. -0.0408 0.2063 1.0086 1.8253	12710. 0.0431 0.2216 1.0813 1.8249
~	13177. -0.0371 0.5273 0.9778 2.6355 0.2099	13200. 0.0032 0.5241 1.6030 2.6362	13287. -0.2403 0.5172 0.6358 0.6085	13287. -0.4612 0.5172 2.6353 0.0024	928	13103. -0.0355 0.5393 1.0081 2.6394 0.1367	13225. 0.0581 0.5301 1.0887 2.6321 0.0829
vo	12945. -0.0288 1.8439 C.9816 4.3552	1351. 0.058 1.8578 1.0344 4.3542 0.3400	13054. -0.2402 1.8591 0.8544 4.3503	13054. -0.4568 1.8591 0.8827 4.3503	90.00.00	12877. -0.0335 1.8644 1.0093 4.3692 0.3890	12992. 0.0651 1.8639 1.0971 6.3549
Ŋ	12923. -0.0491 6.3348 0.9692 4.2844 -0.0110	12952. 0.0062 6.3164 1.0054 4.2842	13032. -0.2363 6.3380 0.8543 4.2804	13032. -0.4649 6.3380 0.8785 4.2804	999	12849. -0.041 6.3346 1.0115 4.2713	12970. 0.0344 6.3370 1.0577 4.2809 0.1250
4	13177. -0.0371 0.9778 1.2875 0.0220	13206. 0.0932 6.1160 1.6030 1.2915	13287. -0.2403 0.1207 0.8528 1.2906	13287. -0.4612 0.1207 0.8802 1.2906 -0.0325	328 121 122 129 139	13103. -0.0355 0.1165 1.0081 1.2914 -0.0404	13225. 0.0581 6.1244 1.0887 1.2918
ĸ	13675- -0.0332 0.4485 0.9771 1.3234	13097. 0.0082 0.4515 1.0001 1.3283	13157. -0.2423 0.4508 0.8445 1.3254	13157. -0.4614 0.4508 0.8805 1.3254 -0.2005	80 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	12974. -0.0360 0.4585 1.0077 1.3268 0.3800	13095. 0.0599 0.453. 1.5897 1.3279 0.758
2	13177. -0.3371 0.3767 0.9778 2.2607	13200. 0.0032 0.0839 1.0030 2.2644	13287. -0.2403 0.0772 0.8528 2.2610	13287. -0.4612 0.0772 0.8802 2.2610	928 00 10 10 10 10 10 10	13103. -0.0355 0.0781 1.0081 2.2683 0.0320	13225. 0.0581 0.0773 1.0887 2.2617 0.0842
•	12954 -0.0345 1.4969 0.9733 1.9256 0.0372	12976. 0.0196 1.5057 0.9229 1.9226 0.1155	13064. -0.2351 1.4979 0.8559 1.9186	13064. -0.4544 1.4979 0.8741 1.9186	98940	12860. -0.0314 1.5221 1.0065 1.9023	13001 0.0555 1.5087 1.9131 0.0037
× 65. ×	AVE X AVE Y SIG X SIG Y RXY	AVE X AVE X SIG X SIG X	AVE X AVE Y SIG X SIG Y RXY	AVE X AVE Y SIG X SIG Y RXY	-	AVE X AVE Y SIG X SIG X RX4	AVE X AVE X SIG X SIG X RXY

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

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2	13354. 0.5132 0.5576 1.2135 2.0100	13000. -J.1306 0.5666 1.0620 2.0138	13054. 0.4150 0.5676 1.0757 2.0103	13054. -0.0215 0.5676 0.9840 2.0100 0.1278 12977. 0.5714	061 061 063 063 063 063 063 063 063 063 063 063	13054. -0.3921 0.5676 0.5104 '
6	13115. 0.5141. 0.3055 1.233. 1.2864	13C6C. -0.1383 -0.3017 1.0701 1.2877	13115. 0.4148 -0.3055 1.0726 1.2864 0.1489	13115. -0.0263 -0.3055 0.9816 1.2864 0.2197 0.7404	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	13115. -0.0942 -0.3055 0.5164 1.2804
æ	12733. 0.4701 0.2193 1.1867 1.8241 -0.2068	12679. -0.1142 0.2123 1.0519 1.8236	12733. 0.3831 0.2193 1.0734 1.8241	12733. -0.0397 0.2193 0.9705 1.8241 -0.1647 0.7134 0.7134	275 275 275 275 275 275 275 275 275 275	12733. -0.0969 (.2193 (.5123 1.8241 -0.0012
-	13287. C.5128 U.5172 1.2267 2.6353 C.2758	13232. -0.1382 0.5084 1.0685 2.6352	13287. 0.4071 0.5172 1.0732 2.6350 0.1043	13287. -0.9283 0.9791 2.6350 0.1809 0.7415 0.5352	120 120 120 120 120 120	13287. -0.0916 0.5172 0.5147 2.6353
Ģ	13054. 0.5163 1.8591 1.2311 4.3503	13030. -0.1451 1.8517 1.6724 4.3534 0.0685.	13054. 0.4052 1.8591 1.0797 4.3503	13054. -0.5417 1.8591 0.9723 4.3503 0.4218 12861. 0.7432 1.8950	936 952 952 953 953 953 953	13654. -0.0931 1.8591 0.5165 4.3503
,: 1	1532. 0.4948 6.3383 1.2166 4.2864	12978. -0.1215 6.3383 1.0611 4.2892	13032. 0.3919 6.3380 1.0541 4.2804 0.0752	13032. -0.2335 6.3380 0.9781 4.2804 0.0749 0.7498 6.3607	3032 3032 3032 333 333 333 303 303 303 3	13032. -0.0932 6.3393 0.5155 4.2804 -0.0145
4	13287° 0.5128 0.1207 1.2267 1.2906	13232. -0.1382 C.1249 1.0685 1.2889	13287. 0.4071 0.1267 1.3732 1.2906	13287. -C.5283 -C.1267 0.9791 1.2906 -C.5143 13094. 0.7416 0.1157	.290 .3287 .3287 .973 .973 .290	13287. -0.0916 0.1207 0.5147 1.2906 0.0721
m	13157. 0.5197 0.4504 1.2294 1.3254 0.4898	13102. -0.142. 0.4476 1.0701 1.327.	13157. 0.4091 0.4508 1.0735 1.3254	13157. -0.6249 6.4508 0.9818 1.3254 0.3476 0.7445 0.4628		13157. -0.0928 0.4508 0.5112 1.3254 -0.0003
C3	13297. 0.5128 0.0772 1.2267 2.2613	13232. -0.1382. 3.3729 1.3685 2.2647	13287. 0.4071 0.0772 1.0732 2.2613 0.0651	132870.0283 0.0772 0.9791 2.2610 -9.0245 13094. 0.7416 0.8720	• • • • • •	13287. -0.3916 0.3772 5.5147 2.2610
-1	13064. 0.5129 1.4970 1.2117 1.9186	13009. -0.1335 1.4994 1.0676 1.9215	13064. 0.3903 1.4979 0.9904 1.9186	8525 828 8538 8588	1.9222 0.0748 13064. -0.0363 0.9742 1.9185	13064- -0.0879 1.4979 0.5106 1.9185
>	25	8	5	55 25	22	78
X VS.	AVE X AVE X SIG X SIG Y	AVE X AVE X SIG X RX Y	AVE X AVE Y SIG X REY RXY	AVE X SIG X SIG X SIG X AVE X AVE X SIG X		AVE AVE SIG X X X X X X X X X X X X X X X X X X X

01	13019. -0.4377 0.5679 2.0108 -0.0132	13054. -0.0225 0.5676 0.9586 2.9100	0000	1000 1000 000 000 000 000 000 000 000 0	13054. 0-5676 1-5714 2-0100 0-0148 13054. 0-2644 0-2644 0-2644 0-1694
σ	13076. -0.4347 -0.3055 0.4180 1.2879 -0.0141	13115. -0.0256 -0.3055 0.9566 1.2864	116. 9.0. 9.0. 9.0.	110.000	13115. 1.5748 1.5748 1.2864 0.2023 -0.2828 -0.3055 1.2232 1.2232 1.2864 0.1400
©	12701. -0.4279 -0.2190 -1.8260 0.0453	12733. -0.0275 0.2193 0.9487 1.8241	12733. -0.3265 0.2193 0.6447 1.8241 0.2099	12733. -0.0693 0.2193 1.6319 1.8241 0.1649 0.2193 2.1094 1.8241 -0.0218	12733. 0.0138. 1.5744. 1.5744. 1.6241. 0.2733. 1.2253. 1.2253. 1.8241.
1	13249. -0.4312 0.5549 0.4276 2.6279	13287. -0.0214 0.5172 0.9568 2.6350 0.1271	13287. -0.3318 0.5172 0.6413 -0.2109	13287. -0.0751 0.5172 1.6469 2.6350 -0.1929 0.5172 2.1202 2.6350 -0.0666	13287. 0.0189 0.5172 1.5717 2.6350 0.0558 1.287. 0.5172 2.6350 0.1285
\$	13016. -0.4298 1.8516 0.4313 4.3462	13054. -0.0225 1.8591 2.9561 4.3503	13054. -0.3275 1.8591 0.6458 4.3503 -0.4539	13054. 1.8591 1.6331 4.3503 -0.3773 2.1298 4.3503 -0.0775	13054. 1.8591 1.5630 0.0843 0.0843 0.2856 1.8593 0.3763
ın	12997. -0.4339 6.3362 0.4203 4.2765	13032. -0.0028 -3.380 0.9456 4.2804	· M • • • • •	13032. -0.0812 6.3380 1.6453 1.6453 -0.0980 13032. -0.5704 6.3380 2.1262 4.2804	13032. 0.0166. 1.5842 1.5842 -0.0175 -0.2743 6.3383 1.2184 4.2804 5.0938
4	13249. -0.4312 0.1223 0.4276 1.2914	13287. -0.021÷ 0.1207 0.9568 1.2966	3287 .331 .641 .641	13287. -0.0751 0.1207 1.6469 1.2906 -0.5828 0.1207 2.1202 1.2906	13287. 0.0189 0.1207 1.5717 1.2906 0.3584 0.1207 1.2179 1.2906 0.1356
m	13122. -0.4325 0.4480 0.4239 1.3234	13157. -0.0100 0.4508 0.9530 1.3254	3157 -336 -450 -632 -480	13157. -0.5849 0.4508 1.3254 -0.2027 -0.5624 0.4508 2.1155 1.3254	13157. 0.0195 0.4508 1.5743 1.3254 0.0776 0.4508 1.2198 1.3254 0.4508
N	13249. -0.4312 0.2765 0.4276 2.2634	13287. -0.0214 9.0772 0.9568 2.2610	3287 331 077 641 261	13287. -0.0751 0.0772 1.6469 2.2610 0.1278 0.0772 2.1202 2.2610	13287. 0.0189 0.0772 1.5717 2.2619 -0.1509 1.287 0.0772 1.2179 2.2619
••	13038. -0.4330 1.5015 0.4228 1.9107	13064. -0.0185 1.4979 0.9541	3064 3427 527 1115	130640.0881 1.4979 1.6531 1.9186 -0.0668 2.1255 1.9186 0.1105	13064. 0.0132 1.4979 1.9166 0.0311 13064. -0.2708 1.4979 1.2183 1.9186
X VS. Y	Z×××××	AVE X 30 SIG X SIG X		AVE N 32 AVE Y SIG X AVE X SIG X SIG X SIG X	AVE N 36 X SIG X SIG Y BXY AVE X SIG Y SIG X SIG X SIG X SIG X SIG X SIG X

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION GROUP WITHIN SET

-	3056	106	567	100		0.1257		3054	150	567	080	16	0.0947		3026	-002	.567	0.7628		.092	7502	25.	567	7		0.1257		1007	000	767		-0.1959		+ C C C C C C C C C C C C C C C C C C C	96.	700	010	-0.0058		3054	201.	700.	670	0.010-0
ø	3115	308	306	593	286	0.0715) ; ;	13115.	161	305	080	286	0.1716		3115	-006	.305	0.7713	720	-054	3116	264	29.5	758	286	06400		777	176	137	286	-0-0971	7.16	2117	305	210	286	0-1241		13115	• 77 •	505.		0.1348
3 0	2733	-294	219	960	824	-0.1523)	2733	149	219	932	A24	-0.0980		2733	-014	-219	0-7706	179	-122	2733	260	-219	736	824	-0-1432		767 767	210	764	824	0.1816	2722	5	219	988	824	-0-1317	,	2622	ה המ המ	417	010	1661-0- -0-133:
~	3287	.310	517	060	635	0.1499		3287	.165	.517	676	638	0.0820		1076	010-	175.	0.000	222	100.	3287	.262	.517	750	635	0.0305	2207	1027	517	765	635	-0.1785	2267	111	517	-013	.635	-0.0244	4.00	725	1110	100	644	-0.6159
vo	3054	.322	.859	.078	.350	0.3909		054	.182	.859	.939	350	0.2417	706		100.	700	701.0		657.	3054	.254	.859	.745	.350	0.1757	305	3	8	0.7501	100	44.	2056	1117	859	-015	.350	.14	3054	1004	250	7.00	350	1
ยา	3032	.299	.338	677	.280	2		13032.	.166	.338	.950	-280	40	26.05	7076	010.	077	+711°0	700	†	3032	257	.338	- 754	-280	9	2605	637	338	0.7705	.280	.140	2505	104	6.3380	.010	.280	.090	2022	112	2 17	1,0393	280	130
4	3287	.316	.120	1.0906	.290	•056		~	-165	.120	646.	.290	.17	3287		96	771	1.2004	200	771.	13287.	7	.120	750	.290	.077	7287	429	120	0.7656	290	-119	3287		0.1207	.013	290	.153	3287	116	120	1.0403	290	.138
٣	3157	.312	.450	1.0929	. 325	•451		151	.160	.450	-945	•	-217	13157.	15	717	777	1,3254	2.2	9	13157.	-266	.450	0.7484	.325	.211	13157.	43	450	~	325	.281	13157.		.450	1.0146	325	1	3157	117	450	1.0416	.325	• 120
બ	3287	.310	.077	1.0906	.261	•035		<u>N</u> :	•16	6	5	•26	7	3287		0.70	760	2,2610	180		3287	-0.2622	-07	.750	.261	.083	328	42	10.	9.7656	•26	:	13287.	-0.1116	0.0772	1.0130	2.261 0	-0.2974	3287	116	.377	1.0403	.261	.297
~	990	.308	.497		.918	- 022	' '		7	•	• 95	•	-03	13064		•	, ,	1.9186	025		306	•	497	.748	.918	•	13064.	4	9	0.7687	16.	•	െ	7	1.4979	9	191	. 11	3064	.112	164.	1.0387	918	• 128
× 88. ×			W	× 918	9	RXY		76 N 37	•		x 91c	-	- AXX	. 88	VF X		2	X 915	×	:	96 2	AVEX	3	9	۳	RXY	W +0	AVE X	띩	SIG X	9	RXY	;	K	AVE Y	9	2	RXY		VE X	VE	SIG X	16	RXY

ANALYSIS PHASE EDUCATIONAL MODELS PROJECT - T REGRESSION GROUP WITHIN SET

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N 57	306	3287	-	3287	30	13054	13287.	12733.	13115.	13054
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AVE Y	49	0.0772		0.1207	3	1.8591	0.5172	0.2193	-0.3055	0.5676
9	.87	.876	ි. ස	.876	8	0.8799	0.8768	0.8604	0.8762	0.8694
	.91	.261	T.	.290	.2	4.3503	2.6350	1.8241	1.2864	2.0100
X	7	.257	C :	.139	•	0.0851	-0.0565	-0.1363	0.0343	-0.0826
N 58	- I (T)	13287.	3157	13287.	2	13054	13287.	12733.	13115.	13054.
NE X		.12	.118	•	7	-0.1224	-0.1204	-0.1145	-0.1185	-0.1221
AVE Y	1.4979	.01	.45	•	w.	1.8591	0.5172	0.2193	-0.3055	0.5676
16	•	4.	.411	•	*	0.4126	0.4108	0.3927	0,4121	0.4049
S16 Y		.26	.325	•	7	4.3503	2.6350	1.8241	1.2864	2.0100
AXY	•	• 05	(1)	0.0461	0.0199	-0.0619	-0.0744	-0.0271	-0.0603	-0°1007
	30	3287	3157	13287.	13032.	13054.	13287.	12733.	13115.	13054.
×	-0.3365	-0.3406	-0.3364	-0.3406	-0.3347	-0.3454	-0.3406	-0.3289	-0.3359	-0.3322
	•	.077	.450	0.1207	4	1.8591	0.5172	0.2193	-0.3055	0.5676
	۲.	.711	.712	6.7118		0.7133	0.7118	0.6937	0.7142	0.7146
SIG Y	6	.261	.325	1.2906	4.2804	4.3503	2.6359	1.8241	1.2864	2.0100
	7	.068	.441	0.0872	0	0.5870	0.1729	-0.1742	0.0958	0.1775

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION GROUP WITHIN SET

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~×>> =×>×>> =×>	0.1234 2.3206 1.2031 -0.3195 0.3158 0.1210 1.2817 1.2817 1.2012 -0.5327 0.1053	1-400 30-1000 H	200 200 200 200 200 200 200 200 200 200	7110	3630	187	1826	2
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***	1.2031 -0.0195 10289- 0.3158 0.1210 1.2017 1.2012 -0.0327 10418- 0.1053	400 30000	.263 .025 .026 .025 .325 .325	. 23.	600	-240	.461	9
	1.2031 -0.0195 1.0289 0.3158 0.1210 1.2017 1.2012 -0.0327 0.1053	• • • • • • • •	.227 .076 .076 .025 .925 .031	. 260	.264	.261	.261	7
	10289- 0.3158 0.1210 1.2817 1.2012 -0.0327 10418- 0.1053		.076 .025 .025 .325 .031	.977	.003	.852	ON T	9
m -	10289- 0.3158 0.1210 1.2817 1.2012 -0.0327 10418- 0.1053		3003 - 452 - 025 - 230 - 031	. 078	100	-0.0110	0.0992	-0-1752
m = × × × × × × × × × × × × × × × × × × ×	10289- 0.3158 0.1210 1.2817 1.2012 -0.0327 10418.		3003 -452 -025 -325 -230 -031					
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7000 F 7000 F 7000	1621-0	4261.0	•	•	E00.	-0.2403	-0.4612	્•
7		1-2534	1.2880	Ç	291	1.2904	1.2906	•
+2C-T	1.2031	18C6-0	•	•	.003	0.1528	8	0.9149
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		3 4	7	777	257		3	13032
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	4 2214	002770	•	-D-0401	0.0062	7	1	0.0782
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	Leibst	•	1.2035	0.9692	8	:65	878	0.9019
_	0.2383	0.0873	.162	10.	8	0.0373		-0.0340
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0000	6.3479	4-4033	•	.35	7	•	- 11	350
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	2.6840	2.7383		2,6355	2,6362	2.6250	2.4360	7.0000
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EDUCATIONAL MODELS PROJECT - AMALYSIS PHASE T REGRESSION GROUP WITHIN SET

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2	273	9905	6262	2656	2651	2673	2733	2733	2733	25
בו ב	,21	3 0.486	.789	•219	. 223	.207	-219	.219	•119	~
AVE Y		65 0-1159	0.1078	-0.0363	-0.0686	-0.0043	-0.2374	-0.4715	6	-0.04
9	85	1.833	. 799	.828	.827	.817	.824	.824	. 824	₩.
9	. 54	1.211	946	.223	-964	013	.853	.870	.915	9
×	•16	4 0.142	•002	•057	.315	•194	.045	.033	.047	7
2	311	10318	47	2978	3005	3027	3115	3115	3115	20:
>	-0.30	9	•		S	in	3	305	30	
y	.12	6 0.138	134	.028	.029	600	.247	465	083	
9	.28	4 1.187	118	290	-289	-289	-286	286	286	1.2
× 918	.53	1.181	996	230	916.	666	.839	. 882	916	0
X	11	+ -0.003	• 992	110.	20	•065	.062	•	0.1784	0.0
2	1305	19191	455	2900	2945	2967	305	3054	3054	2
×	0.56	76 0.520	.28	.548	. 567	. 569	56	567	567	ļ. •
Ä	.12	58 0.141	.112	.034	.031	.012	.23	465	.076	9
SIG X	2.010	2.0625	1.8431	1.9799	2.0016	2.0150	2.0100	2.0100	2.010.2	2.0
9	.53	1.196	.935	.229	.975	.998		.868	906	0
×	•05	12 -0.092	160.	• 074	.276	.087	9	•025	•064	7
;	132	10418	6688.	3133	31	3200	3287	3287	3287	1
VE X	0.1	0.175	.451	.130	.127	.127	.124	.124	.124	0
AVE Y	-	249 0.1234	0.1329	-0.0298	-0.0371	0.0032	-0.2403	-0.4612	0.0880	-0.0355
9	S	1.548	.846	.532	. 530	.529	. 524	.524	• 524	-
9	ů.	1.203	o, 1	.227	.977	.003	.852	989	16.	8
×	9	8 9 0.0-	080	.078	.158	. 293	140	-064	.050	
	2 1041	10418	5662	0280	9374	0338	0418	0418	0416	8
AVE X	.12	4 0.123	<u>.</u>	.121	.119	.116	.123	.123	.123	•
K	.17	5 0.123	.133	.065	. 181	.068	. 238	.424	.078	7
× 918	1.203	31 1.2031	1.2281	1.2069	1.2041	1.2049	1.2031	1.2031	1.2031	1.2
2	Š	1.203	066.	900	.890	.020	.872	.895	.927	0
×	\$	3.000	070	.124	.075	.160	990.	120	.033	9
-	3 668	999	6688	919	670	. œ	689	•	2	79
VE	.13	0.13	.132	.123	.135	.13	.132	132	.132	0.14
	.45	0.01	7	.061	- 269	.21	.121	162	159	
4	-95	0.09	.959	.957	. 959	.95	• 959	959	.959	•
≥ 11€ ×	1.846	60 1.2281	0.9594	1.2318	0.9176	1.0943	0.9344	0.9872	1.0032	1.0
	8	10.0	900	.003	.047	9	.034	3	130	0
	313	10280	919	3133	3035	3046	3133	17	3133	29
7	.02	8 -0.065	.061	.029	.028	.028	029	029	.029	0
VE	.13	5 0.121	.123	.029	.039	900	.234	4	.083	9
SIG X	1.227	12 1.3064	1.2318	1.2275	1.2321	1.2316	1.2275	1.2275	1.2275	1.22
9	.53	1.206	.957	.227	.979	900	855	883	7 (6	9
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EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION GROUP WITHIN SET

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× > 919	0.1271	•	0.1350	-02	-0.0371	9900.0	-0.2433	•	0.0902	0.0-
	•	•	0.9176	0.9795	0.9778	0.9789	0.9778	0.9778	.977	0.9775
	•	•	0.9597	53	0.9778	1.0036	0.8467	•	916.	1.0
KXY	•	•	0.0470	0	1.0000	•36	-0.031	•	.162	0.2
91 N	13200.	10338	6688.	13046.	m	320	9.4	3200	13200.	. (7)
: : ×	0.0932	-0-0680	7	-0.0003	•	g		60		•
	0.1278	0-1160		-0.0288		8		459		-0.032
	1.0030	1.0209	1,0943	1.0060	•	8	•	8	•	•
SIG Y	1.5293	1.2049	0.9594	1.2316	0.9789	1.0030	0.8467	0.8824	0.9155	1.00
-	-0.2938	0.1606	9	0.0167	•	8	•	•064	•	•
71	12287	10418	4488.	12122	12177.	13206.	13287.	13287	13287	1310
! ×	-0.2404	-0.2383	-0.1218	-0.2346	-0.2433		245	240	240	R
	•	0.1234	-	, ,	-0.0371	g		195	980	
S16 · X	0.8528	0.1729	0.9344	0.8556	0.3467		852	0.8528	0.8528	
	•	1.2031	9	•	0.9778	9	•	-880	196	•
	•	-0.0681	0.0346		-0.0031	97	•	900-	•	0.0
281	13287.	10418.	6688.	313	•	320	13267.	3287	13287.	131
) . i	-0-4612		-0.4622	•	•		-0.4612	461	-0-4612	1-0-
i	0.1249	0.1234	0.1329	9	-0.0371	8	-0.2403	•	0.0880	0.6
- 1	0.8802	•	0.9872	88	•	•	0.8602	,880	0.8902	9.0
SIG Y	1.5244	•	•959	1.2275	•	•	0.8528	0	6	1.0081
RXX	9	•	-0°1648	97.	•		0.0063	8		-0-1
2		10418	6688	13133	13277	320	13287	- M	13287.	13103
×	0.080	0.0765	7		0.6902	8	0.0880	80	0.0000	•
AVE Y	•	123	0.1329	-0.0298	-0.0371	900	-0.2403	•	0.000	9
SIG X	0.9149	0.9270	1.0032	0.9149	0.9161	16.	0.9149	0.9149	0.9149	16-0
-	•	220	.95	1.2275	0.9778	8	0.8528	•	16.	•
RXY	0.0500	-0.0336	-13	0.0592	-0.1622	90.	-0.0041	•	8	•
N 20	13103.	10235.	6630.	12949.	12994.	13016.	13103.	13103.	. (1)	131
×	-0.0355	-0-1513	-0.1105	-0.0361	-0.0426	-0.0322	•	-0.0355	38	G-D-D
AVE Y	0.1044	0.1207	0.1417	-0.0411	-0.0372	0.0116	-0.2347	-0.4740	0.0972	-0.0355
- 1	1.0081	1.0262	9	1.0079	1.0093	1.0070	9	•	90	1.0
S16 Y	1.4646	1.2081	œ	1.2266	0.9775	0.9978	0.8554	•		
×	•	-0.0516	9	0.0015	0.2763	0990-0	ş	•	-063	
N 2	13225.	10362	6648.	30	13115.	13137.	44	13225.	13225.	130
×	0.0381	0.1080	101		A.0414	֚֡֝֜֝֟֜֝֝֓֓֓֟֝֝֓֓֓֓֟֜֝֓֓֓֓֡֓֓֡֓֡֜֜֝֓֡֓֜֝֡֓֡֡֡֡	0.5	0.0581	050	•
× × × ×	0.1283	0.121	1 3 3		-0-0371	ָר בּין בּין	236	-0.4590	160	•
	1.0887	1.1683	130		1.0926	9	8	1.6887	088	
× 915	1.5271	1.2046	0.9622	1.2238	0.9789	1.0048	0.8533	0.8797	0.9159	1-0
1 2	•	0 0102	916	י כ	1020	9	230	0.0568	027	, ,

HITHIN SET

. 91	3200	2	.003	200	.261	2166	4 05	- 0011	1.0710 1	.0040 3582		3200.	.4010	- 2600.	*0.00 0.000	-0.1064 -0	0000	0-0344	-0032	.9757	.0030	- 6000	3033.	-7429 0	0- 4724	0 65963	100	2000	0361	0032 -0	9720	030	- £100	3200.	.0933 -0	0.0032 -0.	.5143 0	0030 0
4	3133. 131	un c	2148 -U.C	2275 0.9	.0075 0.	307A. 12122	1358 -0.143	.0330 -0.043	1.0675 1.0714	.1296 -0.066	And the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the second section in the second section is a second section in the section in the second section is a section section in the section in the section is a section in the section in the section in the section in the section is a section in the section in the section in the section is a section in the section in the section in the section is a section in the section in the section in the section in the section is a section in the section	13177	.4040 0.408	150.0- 0758 - 0250	2275 0.977	.0234 0.23	אלובו ובונב	0.0355 -0.0283	.0298 -0.037	.9757 0.981	776.0 0.977		13011	./398 0.742 .0314 0.34	.6739	.2251 0.975	.0562 0.628	3133.	.0379	.0298 -0.	.9754	0.9779 0.9778	on need.	3133. 13	.0929 -0.	.0298 -0.0371	.5159 0.	.6777
. [6688.	6143	3931	9594	- 6464	677.	-2827	-1342	0.9596	1028		6688.	. 3063	9364	•9594	. 3374	688.	1020	-1329 -	9643	6290		6539.	1111	9440	9348	0465		-0254 -	-1329 -	9849	0.1376		6688.	-1174 -0	0-1329	0 11/6	1 +665
	9418	112	249	233	.020	0364	·193	.118	1.2043	140		10418.	123	90	-203	.031	0418	Ď.	.123	202	0110		10225.		5	2	Ä	0418	.047	.123	200	0.0453		0410	•00·	0.1234	200	7

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION GROUP MITHIN SET

67		_	_	0.4305	-	7600.0-	3103	-0.0215	0.035	986	.009	190-	-	19			-	9		13103.				•		13103	1960.0	2.111	1.008	-0.002		13103.		•				ET	7-0-		1.210	200	3
16	269	.431	.088	. 427	0.9155	.035	3287	-0.0214	.088	.956	.914	.145	•	13281-	•	•	• •	•	1	13267.	1210-0-		0 0160	-0.0892	;	2	-6.5828 0.000	77	5	7	i	13287.		0.0000 1.4717	910	1		13287	.283	988	-21/	•	
8	3269	164	.663	.427	0.8804	.023	3287	-0.0214	461	926	.086	.021	(13287	100		0.0410	į		287	22	3	1.0000	3		13207	-0.5828	2 1262	0.8802	0393		13287.				124		(7)	•	ö	•	0.8802	•
17	3249	5	240	124.	0.8531	.075	2287	-0-0214	240	956	.852	117			•	•	01400	•	0.10.0	3287	-0.0751	-0.2403	1.6469	101.0		13287.	-0.3828	-0-2403	70575 0 B528	0.2421	•	13207.	•	•	•	•	3		•	•	•	0.8528	•
16	1712	430	002	429	1.0038	•059	2	• 50.261 • 00.00=	3	ó	9	2		13200-	m (7	8249.0	7'	-0.1525	13200.	-0.0602	0.0032	1.6383	1.003	75770	32	-0.5800	٩.	76	3 5		13200.	9	•	ប៉ុន្ត	38	į	3200	.300	.03	.194	1.0030	.331
15	20	100	3 6	3	0.9767	ă		13111	-0.0271	0.9540	0.0778	0.1661	,	13177.	***	· .	0.6433	o, ,	-0.2704	13177.		•	1.6487	•	•		-0.5724					13177.	•	•	•	•	-	м			•	0.9778	•
14	4000	*CKACT	000	727		0.0304		13133	777	770	10K.	573		13133.	.328	.029	0.6442	.221	•	13133.		•	1.6412	•	•	13133.	-0.5759	-0.0298	2.1119	1.22.12	0.0433	13133.	٦	-0.0298	•	7	7	13133	.285	926	.218	1.2275	.145
F3	,	ŏ.	T, -	• •	, 9	0.0965		. 88899 . 336	7'	7,	7,	, ,	1	66884	~	-	0.7344	5	0		•	.132	688		200 °	4688.	Š	0.1329	æ '	0.9594		9999	-0-1522	0.1329	1.5133	6.	9	6688	•	•		0.9594	
12		10393	666 4. 0-	1771-0	1.2028	0.0676		10418.	Š	77	S	1502-1		•	•	•	0.6859	•	•	10418	-0.0074	0.1234	1.7156	1.2031	-0.0785	10410	-0.7165	0.1234	2.0319	1.2031	0.0454	10418.	-0.0164	0.1234	1.5914	1.2031	0.0323	10418		•	,	1.2031	
11	, ,					-0.0266		13287.	-0-0214	0.1249	0.9568	1.5244	-0-1387	- (1)		•	0.6413	•	0.1304	7000	12501	0.1249	1.6469	1.5244	•		-0.5828	0.1249	2.1202	1.5264	-0.2099	12287.	0.0189	0.1249	1.5717	1.5244	0.0819	12267	-0.2827	0.1249	1.2179	1.5244	-0.1942
X VS. Y		N 29	X X	VE Y	X 91						S16 X	16 Y	- LIX	16 4	! ×		× 9	i	RXY	:	26 × 34	VE V	S16 X	16 Y	RXY			AVE Y			-	76 7	•	IVE V	Sig X) 16 Y	AXX	2	۹,		ŧ	7 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5	1 2

ANALYSIS PHASE EDUCATIONAL MODELS PROJECT - T REGRESSION GROUP WE MIN SET

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02	3103	-0.3112	.035	160.	200	.397	3103	150	035	040	800	0.1030	3103	000	.035	6.7640		• 100	3103	.262	0.035	000	0.1024	2102	-0.4401	0.035	.765	.00	-200	3103	1110	0.035	615	1.00.1		3103	.110	60	045	000
4	3287	-0.3109	-088	060.	•16·	.168	3287	165	980	946	914	0.0963	287	010	980	\$ 0.7695	2	9	3287	-262	989	-10	.056	2962	-0.4295	9	.765	.914	.029	2	.111	.0	60.	0.9149	92 4 S	3207	.116	0.0880	90	416
2	3287		79	060	. 880	• 086	3287	165	199	646	680	-0.0412	281	50	9	0.7695	릵	50	3287	-262	195	0-1902	160	2267		3	0.765	. 880	105	3287	.111	194.0	. 013	0.5802	- 55	3287	1116	-0.4612	3	- 860
	3287	-0.3109	.240	060	.852	.040	3287	165	240	6	.652	0.0250	3287	900	.240	0.7695	720	• 022	3287	. 262	27.	0.4528	•076	e e e	-0.4295	240	.765	.852	.033	3287	.111	240	610	0.0038	}	3207	.116	-0.2403	9	769.
9	3200	-0-3091	.003	.092	600	• 169	3200	171	003	949	.003	•23	3200	900	.003	0.7682	2	.13/	3200	-268	.003	1,0040	.263	2000	-0.4214	.003	.759	.003	. 233	3200	.114	. 003	200	1.0030	•	3200	.118	0.0032	643	-003
	3177	-0.3158	.037	180	. 977	162.	3177	164		950	.977	0.2317	3177	10.	0	0-7704	.	• 169	3177	.268	.037	0.077A	.156	4177	-0.4272	.037	. 766	. 977	. 338	3177	-115	.037		-0.0043		77	-119	9	640	116.
•	3133	-0.3126	•329	180°	122.	500.	3133	156	-0.0298	949	.227	•046	3133	.012	.029	0.7692	177	***	3133	.274	•020	1.2275	.175	2123	-0.4302	.029	.76	.227	.061	3133	-105	-029	010	0-1570		6	1111	25	160.	177.
•	6688	-0.5186	•135 1	200	956	290.	88	236	132	.957	.959	0	688	.070	.132	0.7604	757	֝֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֓֓֓֓֓֡֓֡	9899	196.	-132	0.9594	.C11	2		32	762	950	.093	999	22	132	1 0 Y 0	0.1232		9999	.276	0.1329	101.	
J •	9418	-0.4275	-123	990	-203	940	9418	-246	0.1234	696	.20	.055	043	-04	-12	0.7785	1	5	0418	.321	.123	1.203%	3	5	-0.4073	-12	2	25	.07	1	161	123		0.1080		7	196	┪,	111	2
:	3287	-0.3109	•124	060.	177.	•112	97	165		946	.524	162.	3287	90.	.124	0.7695	225	160.	3267	792	.124	1.5244	.110	Ç	-0.4295	7	-	ij.	7	3267	11:	124	640°	-0.0213		∾.	1	77	50	7
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EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

		13	77	51	16	11	Ø	61	23
	140	•	313	3177	320	13287.	3287	m	13103
	-0.3739	-0.4747	-0.2855	-0.2854	-0.2838	8			+592·0-
	-12	=	-05	.037	3!	•	700	•	7500
ò	.13	69.	57.	.751	2	•		•	P 4 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
244	2	m ,	77	776		0.6350	2000-0	-0.1032	0.4290
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17.	0418	6688.	313	3177	3200	13287.	13287.	287	13103.
666	121		90	-072	690	990-	•	•	•
240	123		0	.037	.003	.240	-0.4612	•	•
9250	962	9	0.9246	0.9268	0.9260	0-9250	7	0.9250	•
L	203	5	-23	.977	.003	. 852	•	•	•
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		4	21.23	7				7267	13103.
3287-	10000	9 9		. C		"	, ,	093	0.0925
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	0571-0	0.5729	0.4490	0.6440	0.6485	0.6486	0.6486	0.6486	0.6492
	10000	•	200	7.0	Š	•		916	1.0041
₹ .	0.1676	9	062	211	225		•	.065	0.0175
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2	3	3	13133.	13177.	m.	3287	287	13287	15105.
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9'	7	9 9	0.0125	0.0770	•	25	0.8802	0.9149	1.0001
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7		?	7.10		; }		•		
13287	10418.	6688.	13133.	3177	TT.	13287	13287	13287	13103.
0.1192	19	-	7	-0.1187	12	-0.1192	●,	•	-0.1225
0.1249	7	7	2	1937	ą	-0.2403	. •	7	-0.0355
0.7988	98.	7	. 798	108.	•19	0.7968	•	•	0.5022
1.5244	20	٣,	.227	.977	8	7	•	•	1.0001
0.0300	0.0686	0.1066	190	.088	-21	.023	•	-077	0.1329
1	10414.	. •	13133	13177.	320	13287.	3287	13207.	13103.
	-0-3404		-0.3273	-0-3297		328	•	-0.3289	7
0.1249	0.1234	0.1329	•	-0.0371	0.0932		-0.4612	0.0880	-0.0355
17	D. 829R		0.7987	0.7984	2	. 255	. 195	0.7959	
	1.2031	5	1.2275	0.9778	8	. 152	8	0.9149	Š
0.1673	0.0328	9	0.1257	-0.0218	Ę	•	-0.0256	0.0774	ą
_ 7	•	. 4	66.55	2111	400	7966		13287	13103
3		9 9		1115	֓֞֞֜֟֓֓֓֟֓֓֓֟֓֓֓֟֓֓֓֟֓֓֓֟֓֓֓֓֓֟֓֓֓֓֓֓֓֡֓֡֓֡֓֡֡֡֡֓֡֓֡֡֡֡֡֓֡֡֡֡֡֡		•	-A. 422A	-0.6047
0 (֭֭֓֞֞֜֟֜֓֟֓֓֓֟֟֓֓֓֓֟֟֓֓֓֓֟֟֓֓֓֟֓֓֓֓֟֟֓֓֓֓֟֓֓֓֟֓֓֓֟֓֓֓֡֓֡֓֡֡֡	•	000	746	١	266	• •	0.080	-0.0355
7.	27.0	7 1	206 1		3 6	383	•	1.3832	1.361
7605-1	1.3001	10101	1,2275	0.9778	1.0030	0.8528	0.6802	0.9169	1.0001
1			6	761	3			0.0816	0.1834

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE I REGRESSION GROUP WITHIN SET

	87. 13287. 1310	10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2.6896 2.1	02 0.9149 1.0	69 0.0931 0.0	7. 13287. 131	34 -1-1534 -1-1-1	12 0.0880 -0.0	29 2.	02 0.9849 1.6	0.1288	7. 13287. 131	23 -0.3723 -0.3	0.0880 -0.0	563 0.9563 0.95	0.9149	65 0.2050 6.0	87. 13287. 13	785 -0.5785 -0.	50-0- 0990 0 219 21-1- 225 1 250	802 0.9149 1.	603 0.0377 0.	13287. 131	98 -0.4998 -0.5	0-0- 0-0980	205	924 0.0933 0.0	13267. 133	-0-4708 -0-4		2 2127	7 0.2162	12967	0/4 - 526919 - 524 064 - 0 3064 - 0 3	730 0.6730 -0.5 412 0.0883 -0.0	600 0.9	802 0.9149 1.0
07	132	2503 -0-5 2603	A896 2.6	.8528 0.8	.0502 -0.2	3287. 132	1534 -1-1	-2403 -0.4	2.1329 2.13	.8528 0.8	2*0-	3287. 132	.3723 -0.3	.2403 -0.4	0.9563 0.95	.8528 0.8	.0430 -0.2	3287. 132	- 5785 -0.5	4.0- -	. 8528 0.8	.1540 -0.1	3287. 13	+.0- 866 +.	-2403 -0.4	14// 1-1 4574 0.8	.0685 -0.1	3207. 13	.4709 -0.	.2403 -0.	27. 6416	0.0272 -0.33		3501 426 3064 426	7.00-6	0.0	.8528 0.8
S.	13200.	770.		Co	.128	3200	.148	.003	2.1243	.003	-206	3200	.370	. 003	0.9583	.003	.241	3200	.578	0.0032	600	.318	3200	.495	603	100	0.1856	320	140	8	32	1.0050 0.37 8 7		3000	200	0.9916	.003
51	13177	. 555	007	6	.074	3177	.155	0.037	2.1406	.977	.023	3177	.374	.037	0.9595	116.	.052	3177	.574	ē:	017	0.2553	3177	.500	.037	151	-0.0109	3177	414	.037	.325	0.1351		1116	062.	0.9926	.977
7.7	133	1.530	770.	, ,	170	2133	146	.029	2.1302	.227	-211	3133	368	.029	0.9575	.227	.145	3133	.578	.029	257	0.1422	3133	498	.029	.149	0.1746	31,33	.463	.029	318	1.2275		3133	162.	0.000 0.0000	227
£ 1	6688	.722	157	921	0.0093	488	329	132	2.4436	.959	.075	688	486	.132	1.0574	959	.037	689	149.	.132	010	0.0000	688	.551	.132	348	0.0408	2	.911	.132	. 565	0.1514		9899	341	1001	956
12	0418	.632	. 123	200	0.0148	0418	269	123	2.2084	.203	.051	0418	.428	.123	1.0092	.233	.112	140	60	-12	910	4090-0	0418	.540	.123	.230	9190.0	0110	.733	.123	.374	1.2031		170	D.	10404	
, m	328	.53	*12	0 0	-0.0626	7965	153	124	2.1329	.524	133	3.2 R	37	12	0.9563	.52	7	326	.57	2	270	-0.1766	328	64 14	.12	7:	-0.1135	328	.47	.12		1.5244		3267	562.	7471-0	526
VS. Y	53	×	•	* 3		2	_	: :>	- ×	: : : >	KY	2	•	: >	· ×	· >	X	N 53		>	× >	· *	3	•	*	* :	X	Z 55		*	×	>	i	N 56	× ;	*	< >

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GROUP WITHIN	I SET			•					And the state of t	
x 45. Y	11	. 12	13	**	, . 5	\$1	11		19	20
1 2 N	13287	10418	6688	13133.	13177.	13200	13287.	13287.	13287	13103.
	-0.1317	-0.1951	-0.2471	-0.1285	-0.1356	-0.1338	-0.1317	-0.1317	-0.1317	-0-1270
AVE Y	0.1269	0.1234	0.1329	-0.0298	-0.0371	0.0032	-0.2403	-0.4612	C-0883	-0.0355
CIO X	0.8768	0.9118	0.9417	0.8758	0.8792	0.8783	0.8768	0.8768	0.8758	0.6765
× 210	1.5244	1.2031	0.9594	1.2275	0.9778	1.0030	0.8528	0.8002	0.9149	1.000.1
RXY	-0.1789	0.1205	0.1194	0.1700	-0.0553	Ø.3398	0.0313	-0.2123	0.2018	0.0450
25 S	13287	19418.	6688.	13133.	13177.	13200.	13287.	13287.	13207.	13103.
	-0-1204	-0.1212	-0.1227	-6-1134	-0.1197	-0-7192	-0-1204	-0-1204	-0.1204	-0.1172
AVE V	0.1249	0-1234	0.1329	-0.0298	-0.0371	0.0032	-0.2403	-0.4612	0.080	-0.0355
Sie x	0.4108	0.6411	1869.0	0.6127	0.4119	0.4111	0.4104	0.4108	-0.4108	0.4053
CIE V	1.5266	1.2031	0.9594	1.2275	0.9778	1.0030	0.8528	0.8802	0.9149	1.0061
AXA	-0.0422	0.0174	-0.0135	0.1317	-0.0470	-0.0034	0.0991	-0.1281	0.0363	-0.0501
2	13285	10418	6683	13133	13177	13200	13287.	13287.	13287.	13103
i	-0.3406	-0.4421	-0.5219	-0.3417	-0.3400	-0.3419	-0-3406	-0.3406	-0.3406	-0.3411
* * Q	0.1249	0.1234	0.1329	-0.0268	-0.0371	0.0032	-0.2403	-0-4612	0.080	-0.0355
S16 X	0.7110	0.7067	0.7140	0.7125	0.7142	0.7134	0.7116	0.7118	0.7110	0.7149
× 15 ×	1.5244	1.2031	0.9594	1.2275	0.9778	1.0030	0.8528	0.002	0.9169	1.0041
224	776. 0	0700	1670 0	7700	*****	0070		A646 A.	1210	

	13064	164.	5	916		- 133	12	110.	.021	.261	26.	-01	3157	8	9	1.3254	.723		13207.	120	0.0214				0	6.33					13054.	10221	6220.4	0.9561	0.2421	83.6.6	13287.	-517	.021	.63	.956	.127
	038	.501		200	224.	.	3249	.076	.431	.263	0.4276	100	3122	3	4.72	1.3254	6369	701.	13249.	\mathbf{z}	-0.4312		: :		2997	6.3362	-0-4339	2 6 6 7	910		13016.	121	-0.4298 	111			13249.	7	•	9	•	9
07	3064	164.	-0.0879	916	. 510	770.	287	.077	.091	.261		* 928	3157	.450	.092	1.3254	176.	900	3287	.120	-0.0916	5		7.7.	032	.338	•	3:			13054.	. 359	•		֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֡֓֓֓֓֡֓֓֡֓֡		13207.	.517	8	63	-514	960
	3064	164.	-0.0363	916	•974	3	328	.077	.038	.261	5	.037	3157	.450	.046	1.3254	216.	-062	13267.	-12	8			7	(F)	•	-0.0267	•	●.	•	13054.	1.6591	-0.0421	40220		7:475	13287.	.517	631	•	.973	020
0,	2924	.502	0.7361	.922	-867	• 05	3094	.077	741	.258	0.77.0	•076	3011	.462	144	1.3255	699	9	7	1119	0.7416	5		5	2858	.360	0.7498	9/2-		117.	3	Ş	0.7432			5	2	. 535	.741		. 871	120
.	3064	164.	-0.0273	.918	. 983	. 603	3287	.077	028	.261	0.9791	+05+	157	\$5	024	1.3254	186	347	3287	120	-0.0283	200	979	5	3032	.338	-0.0335	282		•	13054.		•		֭֭֭֭֭֭֭֭֭֭֭֭֭֭֭֡֝֡֓֜	*	287	.517	.028	.63	.979	180
47	3064	663.	0.3900	916	066.	.013	328	a		.26	1.0732	90	315	.45	.40	1.3254	0.	.13	326	.12	0.4071	62	6	10.	8		0.3919	7	9	9	13054.	. 65	3		5;	*	32	.51	64.	2.6350	6	10
53	3069	664.	-0.1335	.921	.067	.168	2222	072	138	264	1.0685	.251	31	•	7	1.3271	9	9	23	124	-0.1382	200	3	9	2978	.336	-0.1215	.289	190		3000	.851	-0.1451	500	2/0.		3232	.508		2.6352	.068	34.
2 5	3064	164.	0.5128	.918	.211	.217	3287	-077	512	261	1.2267	.127		3	S	1.3254	2	4	32		0.5128	7	7	9	90		0.4948	Ÿ	7	•	30	.85	0.5163		2	0	3287	.517	.512	2.6350	.226	276
21	3001	.508	0.0555	.913	-086	•003	2008	770	2	261	1.0887	.084	900		0.05	1.3279	•09	.07	13225.		0.0561				n		0.0344	•	•		23	8	1590.0		ם י		32	.53	0.	2.6321	9	Č
X VS. Y	~	×	>	× (9	>	RXV	2	2 >	i Lai au	a el		Z	« 2			× 91	-	×	2		AVE Y	- 1		~	10 22	×	VE Y		1 1	2	9	×	VE.V	i		×		1		16 X		٠,

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE
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30	12733.	17.0	1.82	46-0	-0-0+	311	5	.62	87	0.95	6	(17)	•		•	0.0509	•	977 270	10	52	0.95	•19	5	•	9	1.20	8	*	899	7	-12	5	•	-02	(1)	•	•	1.227	•	• !
53	12701-	(17)	× 2	436	0.0453	3075	305	.434	.287	0.4180	10.	3019	.567	-63T	2.0108	-0.0132		324Y	• •	526	0.4276	970-	0393	.122	439	1.20%	403	.067	6656.	732	.417	.959	0.4637	•096	96	• 05	£4.	1.2293		5
28	12733-	750	824	512	•	13115.	305 °	, 99	.286		0.0290	3054	.567	.092	2.0100	0.0727		3601		524	0.5147	. 097	0418	.123	180	1.2031	.525	-011	6663	757	-117	926	0.5717	158	3133	•020	.092	1.2275	515	
27	12733.	, ,	7 5	9	9	13115.	- 30g	.028	-286	0.9732	.070	- (F)	•	•	•	-0.0266	•	77	• •	, ,	0.9732	•	6418	.123	.87	1.2031	996	.045	99	132	.025	.959	0.9849	137	3133	.029	.037	1.2275	275	.033
56	12582.	77.	18	8	90	2929	.300	.740	.293	₩ .	190	2977	.571	.748	91	7		7	• (0.8710	•	0225	.124	.813	1.2007	.875	141.	6239.	•	•	•	0.9440	•	567	.03	.73	1.2251	10.	S :
52	12733.	770	9	16	•	15	.305	.026	-286	0.9636	•17.	m	•	•	•	0.1278		7	• (• •	0.9791		140	.12	-13	1.2031	26.	5		7	2	9	0.9643	ė	3133	.029	.035	1.2275	246.	260.
24	12733.	7	, c	9	•	13115.	•	•	•	1.0726	•	3054	.567	.415	2.0100	M 🏲		7	0.407	•	1.0732		9140	•	380	1.2031	-067	.031	: 8	N	.302	.959	0.9364	-037	313	.02	7	1.2275	70.	70.
23	619	717.	666	051		3060	.301	.138	.287	1.0701	8	m	.566	130	- 6	-0.0853		3636		527	1.0685	.218	10364.	0.1184	193	1.2043	660	0.1403	.7799	0-1362	-0.2827	0.9596	1.1518	0.1028	13978.	.033	-135	1.2288	190-	621.
22	12733	6617.0	1.8261	1.1867	-0.2068	3115	유	.51	87	1.2330	7	14	•	•	•	0.2162	٠, 4	320	• •	52	2	. 162	0		3	1.2031	77	20.	6668.	77	**	929	1.3931	90.	্ৰ	-029	.506	. 1.2275	417	200
12	710	177.	428	081	90.	3052	.303	.063	-288	1.0949	450.	5	~	7	6.	9.0378			•		1.0887	•	10362.	•	7	1.2046	57	•	6648.	7	5	9	1.1303	ą	13071.	9	Ç	1.2238	7	•
X VS. Y		בי בי	ue	֡֜֜֝֟֜֜֜֟֝֓֓֓֟֜֜֜֟֓֓֓֓֓֓֓֟֜֜֜֓֓֓֓֓֓֓֓֟֜֜֓֓֓֓֡֡֡֡֓֓֡֓֡֜֜֜֓֡֡֡	a c	ł	×	AVE Y			BXX	M 10	×	AVE.Y	S16 x	RXY		11 2 374	AVE V	. X 212	SIG Y	RXX	ŧ	AVE X	AVE Y	\$16 X	9	RXY	N 13	AVE X	AVE V	SIG X	> 216 ×	EXX				S16 X	1 3	RXV

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

	77	23	24	52	97	27	78	53	93
3115	31.77	3122	3177	3177	3011	3177	177	13139,	13177
037	160	5	.037	.037	.034	.937	.037	0.039	-037
0.0614	'n			-0.0280	0.7424	6	-0.0953	•	3 (
.978	977	.974	.977	.977	.975	.97		000	716
.092	.212	110.	.072	186.	.873			77.	771
•193	.553	•664	.237	.297	•028	5	171.		007.
2127	220A	314	3200	3200	303	320	3200	3161	13200
	200	5	.003	.003	-016	9	.003	-002	90.
100	700		401	034	742	0	.093	430	.02
				003	0.9953	1.0030	1.0030	1.0036	99
	230	0	.073	.975	.872	6	.514	.429	.95
0.0502	0.2617	0.3582	106	0.0635	100	9	901	•028	• 53
- 2	1966	2233	2267	2287	2002	3287	3287	3249	32
֓֞֞֜֞֜֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֡֓֓֡֓֡֓֡֓֡֓֓֡֡֝֡֓֡֓֡֡֡֡֡֡	3401	3636	240	260	262	240	240	.240	7
Ĵ	513	128	407	0	0.7416	-0.0381	-0.0916	-0.4312	-0.021
	# C L G	100	652	0.852	841	. 052	.852	.853	0.0
	226	068	.073	976	. 071	.973	.514	.427	9
0.0396	-0.0316	0.0225	-0.0936	-0.0520	.073	.056	.057	.075	7
	- 1	100		1000	7005	1267	2287	: (1	
37.25	35 2	3636	7	1976	466	1750	199	•	6
427	ľ	126		6	7	989	160) •	
	•	881			0.8691	0.8802	0.3602	0.8804	9.8602
089		990	9	.979	.871	.973	.514	•	~
0.0568	0.1794	-0.1936	-0.0077	-0.1658	8	.150	. 592	•	7
	Ş	3233		2267	2004	1287	3287	4269	- 2
366	1070	7070	•		000	0	000	080	
	512	138		-0.0283	0.7416	-0.0381	-0.0916	-0.4312	-0.0214
6	916	.915		116.	906	.914	.914	.915	٣.
8	-226	.068		.979	. 171	.973	.514	.427	5
-0.0372	-0.1267	153	-0.0701	.027	-0.0914	. 002	.099	.035	7
14	1	304	3103	13103.	12910.	69	13103.	13065.	13103
6	9	.037	.035	035	-0.0300	35	-0.0355	-0.0374	6
0.0503	0.5079	129	0.4052	-0.0299	0.7427	ė	ė,	-0.4301	•
000	0	.009	60.	2	1.0061	3	1.0001	1.000	
078	7	.063	.07	2	0.8767	975	0.5167	0.4302	
020	7	-017	693	200	0.0330	22	-0.0430	7600-0-	
222	322	3170	3225	3225	3031	3225	3225	3166	64
	05	740	058	.058	.057	.058	.058	.057	7
20	2	133	407	.025	.734	040	160.	.430	9
		075	088	.088	.087	.088	.008	.087	7
1.0987	1.2277	1.0655	1.0756	0.9802	0.8612	0.9738	0.5151	0.4286	0.955
			•						

2	13287	0.5128	-021	1.2267	320	0.1673	13232.	マ	9	9	0.9564	7	13287.	0.4071	-0.0214	1.0732	-0.1207		13267.	-0-0214	0.9791	0.9568	0.0257	8	7	-0.0142	9 9	7		13287.	-0.0381	+120-0- +120-0-	0.0548	-0.1176	• • • •		5	514	0.9544	700
67	3249	.509	-0.4312	.221	.427	10.	3	.135	.430	.067	0.4284	.065	13249.	0.4059	-0.4312	1.0725	-0.0394		13249.	• •	•		•	(1)	0.7426	•	0.670	•	• [13249.	7	-0.4312		9			757	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓	0.4276	650
28	13287.	.512	-0.0916	.226	.514	404	3232	.138	.091	.068	0.5156	777	m	•	•	1.0732	٠	•	13287.	•		0.5147	•	(7)	.741	-0-0959			960.	7	7	•	7 4	֡֜֜֜֜֜֜֟֝֟֝֟֝֟֓֓֟֟֜֜֟֝ ֚		V	•	•	0.5147	, ,
27	32	S	-0.0381	7	5	9	32	7	9	9		۳,	- 60	•	•	1.0732	•	• '	13267.	•	• •	0.9732	•	3094	.741	-0.0375	129	715	5	13287.	-0.0381	-0.0381	0.000	1.0000		7	•	•	0.9732	,
92	13094	511	0.7416	-212	.871	.133	30	1	7	G	96	9	<u> </u>	•	•	1.0726	•	•		; r	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓	1 -		•	•	0.7416	•	•	•	2	.037	0.7416	715.			9 60E	222	163	0.8710	600
52	3287	512	-0.0283	.226	976	.296	323	E	02	90.	0.9809	3	32	•		1.0732	7 (7	13237.	7 6	ָם ק		7	ĕ	•	-0-0243	•	•	7	13287.	٦,	-0.0283	•	• (328	2	30.	0.9791	5
54	•	, ,			•	0.1759	13232	-0.1382	0.4075	1.0685	1.0752	-0.2703	13287.		•	1.0732	•	•	13287.	•	•	• •		13094	741	0.4158	871	1.0726	*0*	13287.	•	0.4071	•	•	•	***	•	•	1.0742	•
23	13232	0.5126	-0-1382	1,2291	1.0685	-0.0759	13232	-0-1382	, 0	, –	1.0685	1.0000	11232	0.4075	-0-1382	1.0752	1.0685	Y	13232.	•	•	1.0685	•	13039	m	7	0.8698	1.0648	•	13232.	٦	-0.1382		7 -	:	25	9.0	7 '	1.0485	9 6
22	12287	0.5124	0.5128	1.2267	1.2267	1.0000		•	•	•	1.2291	-0.0759	TACEL	0.4071	0.5128	1.0732	1.2267	66/1-0	13287.	•	0.0128	1.2268	0.2961	13004	0.7416	0.5111	0.8710	1.2127	0.1338	13207.	-0.0381	0.5128	0.9732	1977-1		13287.	-0.0916	0.5128	1 2247	
21	12225	A 5166		1.2277	1.6887	0.2516	12176	12110	0.0478	1.0655	1.0755	-0.1763	12226	0.4071	0.0581	1.0756	1.0887	0.1641	13225.	•	•	1.0887	•	05051	17	9	0.8612	9	9	13225.	-0.0405	•	•	1.0887	•	TO .	•		1616-0	•
KVS V .	66	¥ ‡ >	< >	· >	(>	RXY	ſ				7 2 Z	-	76	t ×		S16 X	- 1	RXY	N 25	AVE X	AVE Y	16 X	RXY	76	: ×	- 1	×	16 Y	* * * * * * * * * * * * * * * * * * *	N 27			ر او	> 31 > 31			×	- 1	216 X	4 9

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION GROUP WITHIN SET

30		+312 -	4312 = _	4276	6276 0	0000	49. 13	-0-0	312 -0.0	564 0.9	276 0.9	1.0	13	•	-0-	1990 0.641	9	ė			.4312 -0.0214				132	.5815 -0.582	0.0-	1.7	0.3		13249. 13287.				-		-	9-	1.2178 1.217	
28 29	324913	.4312 -0.	0- +760	.4276 0.	.5150 0.	.0331 l.	3287. 13	.0214 -0.	.0916	.9568 0.	•	.0079	3287	3318 -0	0- 9160	0	.5147	.1245 0	3287.	-0751	-0-0316 -0-0	.6469	7416.	- 0864	3287.	-0.5828 -0.	- 9160	2021-	0-0-2960		13287. 13	0016	5717	5147	-0954		•		1.2179	:
27	m	-0.4312	•	•	•	•	- (1)		•	•	0.9732	•	. 11	•	•	0.6410	•	-	13287.	-0.0751	-0.0381	1-6469	0.9732	0.1748	m	-0.5828	•	•	• •		13287.	-0 0201	1.5717	0.9732	-0-1466	_ m		•	1.2179	•
56	3059	-0.4385	742	104.	.870	.037	- 1	•	•	•	0.8710	•	ĕ		٦.	0.6304	۳	•		-0.0866	•	.647	128.	100.	ĕ		7	7	• •	•	•	7414	1.5460	0.8710	-0.0638	— (7)	.271	.741	1.2190	.871
52	13249.	-0.4312	-0.0281	0.4276	0.3800	0.0289	13287.	-0.0214	-0.0283	0.9568	0.9791	0.0257	13287	-0.3318	-0.0203	0.6410	0.9791	-0-1589	13287.	-0.0751	-0.0283	1-6469	1676.0	-0.1465	13287.	-0.5828	-0-0283	2.1202	-0-1117		13267.	-0.0263	1.5717	0.9791	0.1413	13287.	ė	6		1676.0
77	13249.	*	•	0.4276	1.0725	-0.0394	13287.	-0-0214	0.4071	0.9568	1.0732	-0.1207	13287.	•	•	0.6419	•	-0.0785	13287.	-0.0751	0.4071	1.6469	3,	2	13287.	-C.5828	1204-0	2.1202	-0.2884		13207.	0 4071	•	1.0732		13287.	•	0.4071	1.2179	1.0732
23	13196	4.	-0.1357	0.4284	1.0672	-0.0657	32		7	•	1.0685	•	13232	-0.3307	-0.1382	0.6421	1.0585	0.0932	13232.	-0.0781	-0.1382	1.6485	900	-0.0324	32	-0.5761	•	7911-2			13232.	1202	1.5747	1.0685	0.0536	13232.	-0.2832	7	1.2203	۳
22	13249	4	0.5092	0.4276	1.2215	0.0112	3287	-0-0214	•	•	1.2267	•	13287	-0.3318	0.5128	0.6410	1,2267	-0.3801	· •	-0.0751	0.5128	4	1.2267	7	(1)	-0.5828	•	2021-2	• •		13267.	0.6126	1.5717	1.2267	7	13287.	-0.2837	0.5128	1.2179	1,2267
	13186.	-0.4308	0.0572	0.4286	•	•	10	-0.0249	•	0.9556	1.0887	-0.0905	13225	-0.3305	0	0.6423	•	-0.0924	13225.	•	•	•	1.0887	•	13225.	-0.5794	0.0581	2-11-2	-0-1144		13225.	0.01.00	1.5725	1.0887	7	13225.	-0.2852	0.0501	1.2187	1.0887
X VS. Y	N 29	AVE X	i	S16 x	S16. Y	RXY	N 33		-	S16 X	SIG Y	RXV	N 31	×	-	S16 x	S16 Y	RXY	N 32	×		9	216 Y	NXY .	N 33	AVE X	4	X 9IS	2	,	46 N	1"	× 515	S16 Y		N 35	×	YE	816 x	- i

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESS #ON

GROUP WITHIN SET

	287	310	0214	9	926	156	287	165	921	696	•	152	287	970	120	707 956	0105	287	262	921	212			100	0214	765	926		287.	1116	1.0214	0130		74.17	287	116	170	6663	
 n	13		-0-					•	•		•	•	13		•		Ö	m	•	•	•	Ġ		0 (ò	•	•	•	13	-0-	-0-		.	7	M		ġ.		• •
	3249	.316	-0.4312	.083	427	.048	3249	104	164.	.948	3	.011	3249	20.	164.	() () () () () ()	-0.0581	3249	. 262	0.431	750		2240	157	-0.4312	.765	.427	•			6	•	•	•	3249	.113	0.431	1.0382	023
97	3287	.310	-0°0016	060.	.514	10.	287	.165	.091	646.	•	• 074	3287	010	160	•		3287	. 262	160.	.750	-0.0398		120	-0.0916	.765	.514	9	287	111	-0.0916			3	3287	0.116	5	1.0403	202
17	3287	.310	-0°0381	060•	.973	.027	3287	165	.038	949	0.9732	50	3267	010	.038	•	10	3287	.262	.038	. 750	-0.0155			-0.0381	.765	.973	190.	m	.111	-0.0381	-013	676.		3207	116	0.03	1.0403	140
07	3094	.303	0.7416	• 695	.871	.047	3094	161	.741	.950	0.8710	160	3094	.007	.741	27.7	0.0780	3094	.261	141		0.0262				768	120	.050	3094	.103	0.7416	400		111	3094	106	3.5	1.0318	119
Ç	3287	.310	-0.0283	060.	.979	.181	3287	.165	.028	646	0.9791	284	3287	010.	.028	. 707 970	-0.0920	3287	262	.028	. 750	0.0314		1075	-0.0283	. 765	.979	.297	3287	.111	-0.0283	103		167.	328	0.11	20.	1.0403	23.
**	3287	.310	0.4071	060.	.073	.063	3287	.165	.407	646	1.0732	.003	3287	.010	407	200	0.0035	3287	.262	.407	.750	-0.0208	•	70 (0.4071	•	●;	•	∵ ™		0.4671		٠,		3287	116	407	1.0403	
· 67	3232	.311	-0.1382	.092	990	•090	32	0.165	.138	.950	1.0685	•279	3232	•000	.138		-0.3329	3232	.264	.138	.751	0.3300		7676	-0.1302	.766	90.	.139		•	-0.1382	9	9,		3232	110	0.138	1.0418	831
77	3287	.310	0.5128	000.	.226	.178	326	.16	2.5	1646	1.2267	-15	3287	010.	-515	5;	920	3287	.262	.512	.750	9060.0		1007	0.5128	.765	.226	.309	3267	.111	0.5128	.013	977	200	3287	.116	-512	1.0403	10.
77	322	.31	0.0581	60.	.08	.13	3225	.159	.058	.931	1.0887	•034	3225	.012	95	E9/-	2 K	322	.25	•05		-0.0574		776	0.0581	.76	9	•03	. 1673		0.0581	•	•	m)	~	_	-	1.0347	3.0
V5. Y	35					•	1 37		> -				38			.	-	66		-		- -		2	< >-	•		,, >-	7		~	•			45 V	•		× >	
×	- 1	Ž	AVE	2	2	*		YE		9	2	X	-	y	7		NX NX				- 1	370 28			AVE	l	- 1	ž		VE	u	9	9 1	2.1		VE	YE.	2. 91S	2 X

X VS.	¥ 21.	22	23	24	. 25	56	27.	28	29	30
N.	3 13225.	13	N	13287	13287	3006	(F)	3287	13269.	13287
AVE X	-0.2830	-0.2835	-0.2819	-0.2835	-0.2835	-0.2776	-0.2835	-0.2835	-0.2861	7
AVE Y	0.0581	9	-	0.4071.	•	.741	•	160.	-0.4312	7
SIG X	0.7563	ċ	0.7557	0.7546	0.7546	. 756	•	754	0.7522	0.7
ដ	1.0887		9	1.0732	•	.871	•	-514	0.4276	5
RXY	-0.0953	6	9	0.1129		640.	•	.010	-0.0477	.
1	12	1	1 40	13287.	1 (4)		13287		- T	13287.
×	0-	•	-0-3668		-0-1666			•	•	0-Q-
		0					•		d	, .
\$16 X	•	9			•	•	0.9250	0.9250		0
816 Y	1.0887	-	1.0685	1.0732		0.8710	•	0.5147	0.4276	6.0
BXX	•	d -	•		.9	•	•	•	•	0.1
2	13225.	13287.	13232	12287	13287	- (**	- (**	•	•	
AVE X	8	0.0938	0.0927	0.0938		0.0985	0.0938	0.0938	0.0942	0.00
AVE Y	0.0581	d	-0-1382	0.4071	-0-0283		•	•		, ,
\$ 91S	0.6469	ò	0.6492	0.6486			0.6486		0.6483	9.0
S16 Y	1.0887		1.0645	1.0732	0.9791	•	•	•		•
RXY	0.0279	0	0.0941	-0.0231		0.0752	-0.0238	0.1176	0.0131	
	46 13225.		13232.	13287.	13947	13096	13287	13287.	13249	13287
AVE X	:	•	-0-1860	-0-1864	-0-1864	-0-1808	-0-1864		-0-1848	-0.1
	0.0581	0.5128	-0.1382	0.4071	-0.0283	0.7416	Ģ	-0.0916	-0.4312	0.0
	0.6734		0.6771	0.6758	0.6758	0.6777	0.6758	0.4758	0.6754	9 d
SIG. V	1.0887		1.0685	1.0732	1926 · 0	0.110	0.9732	0.5147	0.4276	6.0
AXY	-0.1101	9	7	-0.211	0,1067	-0.0485	0.6330	-0.1726	0.0643	0.02
*	47 13225.	•	13232	13287	1 3287	13094	- 47	13287	13240	1 32
AVE X	-0.1192	9	-0.1191	-0.1192	-0-1192	-0-1110	-0-1192	17	-0.1181	-0-110
	0.0581	O	-0.1382	0.4071	-0.0283	•	, ,		-0.4312	
SIG X	0.7992	Ö	0.8004	0.7988	, .	0.7974	0.7988	0.7988	0.7979	0.7
Sig Y	1.0887		1.0685	1.0732		•	•	<u>س</u>	0.4276	0.0
AXA	-0.0932	7	0.5122	-0.1059	0.2675	-0.0718	0.1765	-0-1749	0.0020	0.2035
Z	68 13225.	13267.	13232.	13287.	13287.	13094.	13287.	13287.	13243.	13207.
. 1	-0-3289	٦	-0-3294	-0.3289			-0.3289		-0.3224	-0-3
AVE V	0.0581	.	-0.1382	0.4071	-0.0283	•	-0.0381	-0.0316	-0.4312	9
SIGX	0.7974		0.1974	0.7959	.₹	•	•	2020	0.7672	0.7
SIG Y	1.0867	_	1.0685	1.0732	· •	•	. •	.514	0.4276	0.9
***	-0.0956		0.2971	-0.1258	•	•	•	7	0.0420	10
N	9 13225.	13287.	13232	13287	328	13094	2	13287	13249	1 32
	-0.6180	7	-0.6252	-0.6228	62	414	3	-0.6228	-0.4175	4-0-
AVE Y	0.0581	2.5128	-0-1382	0-4071	-0-0283	0.7416	-0.0381	-0-0914	-0-4312	-0.021
	1.3821		1.3855	1.3032	1.38	383	R	7.3832	1.3666	1.3
SIG Y	1.0867		1.0685	1.0732	76	871	26	W-5147	0.4276	
3										

EDUCATIONAL HODELS PROJECT - ANALYSIS PHASE T REGRESSION
GROUP WITHIN SET

33	3287	537	-0.0214	-689	.956	104	287	.153	0.021	132	.95	145	3207	.372	.021	0.9563	1186		256	7.5	1.1276	.956	.246	3207	664	120.0-	926	.135	3287	.470	.021	.319	0.7552			277	9886-0	.956	
53	3249	.519	-0.4312	.633	.427	.013	13249.	-		•	0.4276	•	3249	.363	.431	0.9086	.037		~,	-0.4212	1.1061	0.4276	0.0259	324	3	1.0770	3	9	्रा	•		•	0.0099	, (77.	587°	99460	.427	1
88	3287	.537	-0.0916	•689	.514	•225	3287	. 3.53	0.091	•132	0.5147	.260	3267	.372	160.	0.9563	202				1.1276	3	137	13287	664.	0160-0-	514	183	3267	.470	160	61E-	0.5147 -0.2331	1984	266		0.9886	.514	
21	3287	.537	-0-0381	.689	.973	. 084	3287	.153	.038	.132	0.9732	·11+	3267	.372	.038	0.9563	980		7876		1.1276	.973	940	3287	669,	1960-0-	973	.069	3207	.470	.031	616.	0.1526	2002	260		0.9866	.973	
92	3094	.513	0.7416	.648	.071	100	3094	.139	.741	.103	0.8710	.002	3094	.368	.73	0.9567	.053		֓֞֝֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֡֓֓֓֡֓֓֓		1.1269	.871	.053	3094	1 64.	0741	. 871	.003	309	- 45	*		-0.0677		200	27.	0.9948	.873	
C 7	328	.53	-0,0283	.68	.97	.03	287	1,153	.02	.132		.068	328	0.37	• 02	0.9563	16		1976		1.1276	.979	138	328	5.	1 1477	.97	. 02	328	.41	.02		0.2002	22	7076	.028	0.9886	.979	
4 77	328	•53	0.4071	89.	.07	.13	328	.15	9	64.	1.0732	11	328	.37	9	0.9563	36		אלם הא		1.1276	.07	80	328	64.	1704-0	-01	.12	32	•	•		-0.2180		200	104	0.9886	.073	
	3232	.538	-0.1382	•695	•068	.418	3232	.154	.138	137	1.0685	-559	232	370	138	0.9572	677		76761	138	1.1300	.068	.244	3232		1.1500	900	.398	1232	1	138	176	0.7754	223	2075	138	9066-0	.068	
·· 77	3287	.537	0.5128	.689	.226	.159	3287	.153	.512	.132	1.2267	•129	23	37	5	0.9563	36	i	9	215	1.1276	.22		328	Ť	1.1477	.22	90.	328	.47	25	7	0.0405	426	206	512	0.9886	-226	000
77	1	•54	0.0581	59.	80	.14	322	5	S	끅	1.0887	973	322	.36	0.05	0.9531	35		326 57		1.1203	80.		322	מינו	1-1496	9	9	3225	199.	.058	010	-0.1759	322	756	.05	0.9907	9	6
X VS. Y			WE Y	9	9	×	i	3	XE	\$16 X	Ĭ,	RXY		W	N.	× 20 00 00 00 00 00 00 00 00 00 00 00 00	X	2	Ä	48	S16 X	2		1,	ui e	X	2	×		Y		2 5	AXY	1	VE X	2 3	\$ 918	9	?

	30	13287	1217	7550	*170°0-		0.2272		12207	10201	\$071°n=	-0.0214	0.410A	0.9568	0-0587		13287	-0-2404		+17A-A-	0.7118	0.9568	0.2069
	53	13240	-0-1204	6157	7751-0	+C10•0	-0.0286		12240	0 1140	K011-0-	-0.4312	0.3890	0.4276	0.0601		13249	-6.4470		7754-17-	0.6969	0.4276	0.6738
	87	13287.	-0.1317	7100 9	01/0	00.00	-0-2003		13287	1204	107100	9160.0-	0.4108	0.5147	-0.1291	1	13287	-0-3406	7100 0-	0750-0	0.7118	0.5147	-0.0586
	27	13287.	-0.1317	186.0-	0.020 0.076	0.0100	0.1404		13287	-0-1204	1077	10:00-	0.4108	0.9732	0.0125		13287.	-0-3406	100.0-	1050.0	9117.0	0.9732	0.0777
	56	13094	-0.1269	0.7416	0.8717	0.8710	-0.0756		13096.	-0-1266	777.	014.00	0.4059	0.8710	-0.0059		13094	-0.3329	7777		0.7135	0.1710	-0.0851
	52	13287.	-0.1317	-0.3283	C-8768	0.9791	0.0926		13287.	-0-1204	-0.0263	6070-0-	8014.0	0.9791	9600*0-		13581.	-0.3406	-0.0283		01110	19791	0.3749
•	24	13287.	-0.1317	0.4071	0.8768	1.0732	-0.2673	:	13287.	-6-1204	0.4071		8014°0	1.0732	-0.0526		110261	-0.3406	6.4071		911/00	7570*1	0.0312
	23	13232	-0.1330	-0.1382	9.878	1.0685	0.9251		13232.	-0-1195	-0.1382	7000	1114-0	1.0685	0.1287	12033		-0.3392	-0-1382	0512		1.0005	0.2206
•	22 .	13287	-0.1317	0.5128	3.8768	1.2267	-0.0608		13287.	-0-1204	0.5128	0017	9774-0	1.2267	-0.0625	12267	426054	-0.3406	0.5128	7110		107701	0.2720
	21.	.13225.	-0.1277	0.0581	0.8739	1.0887	-0.1583		13225.	-0.1213	0.0581	A114		1.000	-0.0704	12026		-0.3389	0.0581	n. 7125		Tonor	-0.1100
•	X VS. Y	N 57	AVE X	AVE. Y	SIG X	\$ 16 Y	RXY	•	20 Z	AVEX	AVE Y	× div		- 51c		2		AVEX	AVE Y	× SIS	× > 0	1 11 1	KXY

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

			76						40
į	32		* * * * * * * * * * * * * * * * * * *		9	36	200		3 6
	3064	3064	₹90€	3064	3064	3064	3064	3064	3064
	164.	164.	164.	164.	.497	.497	164.	.497	164
1	.088	.568	-013	.270	.308	.162	. 00G	-254	164.
م ا	916	876	916	916	916.	916.	916	916	816.
	10000	60110	12021	76070	1.0575	0.0398	-D. 0250	0-1451	9620-0-
3				}					
	3287	3287	3287	3287	3287	3287	3287	3287	3287
72	.077	.077	110.	100	.077	-077	.077	170	. 077
~	.075	-582	20.	. 283	.310	.165	200	0.262	0.629
	-261	.261	192.	.261	192.	197	192	192.	1925
410	1.6469 0.1278	7.1202 -0.09 6 1	-0.1509	-0.1291	0.0354	-0.1143	0.0816	-0.0838	0.1044
-	21.5	3157	3157	127.67	1157	315	-	315	
4 C				86KT .	450		, ,		P
59EE	-0.0 84 9		•	-0.2809	-0.3127	-0-1607	0.0129	-0.2669	-0-4347
): (5)	32	325	100	1.3254	325	2	141	.32	8
	19	115	.574	1.2198	.092	\$	7	.74	76
100	2	•10	.077	0.3116	.421	.21	9	.21	2
27.	328	CE	328	- 6			3287	3287	3287
207	7		12	7	7	. •	.120	.120	120
310	-0.0751	-0.5128	0.0109	-0.2037	-6.3269	-0.1657	0.0100	-0.2622	-2.4295
2906	.29	3	.23	7	2	•l	.23	.23	22
23	į	7	.57	411	9	•	€ [2]	. 750	755
0.0430	5		5	6		•	. 120	-077	117
032.	303	- 8	30	3032	303	3032	032	3032	032
3380	6.3380	6.3380	6.3380	0966.9	6.3380	6.3380	6.3380	6.3380	6.3380
290	.08	•	6	.274	.29	3	613	.257	22
100	-21	~	7	. 280	-28	200	280	-280	200
2	3		-ST	-218	Ç	5	172	124	770
1659	6	0	9	. 093	-05	5	3	.035	2
13054.	10	10	3054	5	305	3054	13054.	13054.	13054.
1658			.839	2	. 55	. 159	7	7	1.0591
3275	-0.0723	-0.5902	0.0053	-0, 2856	-0.3226	-0.1825	0.0012	7	-0.4116
3503	m	TEN!	-350	6		350		7	4.3503
1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		-	. 550	Ä	.07	.939	ζ,	~	0.7501
1539	m		-05	2	9	.231	7	7	-0.4404
3287.	3287	3287	3287	3287	3287	3287	3207	3287	
5172	.517	517	517	517	517	.517	.517	.517	
1318	.075	585	20.	.283	.310	.165	•010	.262	2
1350	2.6350	2.6350	2.6350	2.6350	2.6350	2.6350	2.6350	2.4350	2.6350
2410	949	.120	.571	-217	060-	5	• 769	. 750	3
0000	000	770		-	•	6		200	٤

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION GROUP WITHIN SET

AVE X		1	,	*	CC	G G	37	38	66	?
AVE X	- 6	2733	12733	• • •	2733	2733	2733	2733	12733-	
	0.2103	0.2193	``	0.2193	0.2193	0.2193	0.2193	0.2193	0.2193	0.21
4 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	יי ו	940	•	10.	.279	.294	.149	.014	•	•
- > 0.0	•	700	ι α	28	.824	.824	.824	.824	•	•
× 210	•	720	2 1004	1.5744	225	960	.932	.770	•	•
1-910	7'		# C) 0	110	152	860	122	•	•
RXV	7		7	•		1		:	,	
	1 (2000	2116	12115	111	3115	3115	3115	3115	1311
> 2:	191130	13113	11111 11111	10 10 10 10 10 10 10 10 10 10 10 10 10 1	-0.3055	-0.3055	-0-3055	-0.3055	-0.3055	•
	•) () (7700		906	141	900	264	
	•	6110-0-	ָהָ י	*****	9 6	700	200	286	286	•
216 x	•	1.2866	ō.	1-2004	9	007.			74.0	9
	•	1.6467	7	1.5748	77.	700				
24	-0.0512	-0.1759	-0.0954	0.2023	4	•07£	41110	•024	7	3
	,	1							- (
2	- (1	13054	1305/6	13054.	M	ž	13054.	13054.	13054.	13026.
	7 K 7 K	0.5474	0.5676	567	0.5676	ŝ	5	•	'n	0.5
AVE	•		0.68.00	•		301	.159	-002	.255	÷.0-
	•			; •	,		010	010	010	2.0
	•	2.0100	2010-7	7	? (74	784	4
SIG V	•	1.6353	2,1288	7	7	7	777			
-	-0.0819	-0.1975	-0.0465	C.0148	0.1694	.125	160.	-0.0920	CZT •	•
	,		!				٠			
7		13287	13287.	13267.	13287.	N	32	287		₹,
* * * * * * * * * * * * * * * * * * *	0 1 2 40	0.1249		0.1249	0-1249	_	7	77	•	•
	•	0.0751	, ,	0.0189	-0.2837	œ	7	200	•	•
7 7 7 7	0766.01	1 6344	-	1.5244	1.5244	1.5244	1.5244	1.5244	1.5264	1.5
1	•	1 4449	•	1.5717	•	0	5	769	•	•
- 510 - 1010	0740-0		•		1042	,		031	_	- 5
×	7	C770°0	•	Z-107-0	•	•				
				20410	10410	041 A	· C	10418	10418	
ŀ	TUBTES		- 101501	766. 0		122) (123	- 4	9
AVE X	0.1234	0.1234	0.1634	77.	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֡֓֓֓֡֓֓֡֓֡	1631.0	2445	0.0458	-0.3216	4-0-
띩	-0.2905	-0.0074	-0.1.02	-0000	ĭ	166	•	202	, ,	
216 x	1.2031	1.2031	1502.1	1007-1	1602-1	いっせつ	• ַ		,	•
2	0.6859	1.7150	2.0319	1.5914	2	000	•			٠.
RXY	0.0169	-0.0785	0.0454	0.0323	8	.046	•	. 033	•	7
					7488	4688	- FABB.	6688.	6688.	3
							6 6 6	0.1220	0.1129	
AVE X	0.1329	0.1329	•	0.1.12	United	7		0.0701	7	-0.2261
AVE Y	-0.2270	ņ	•	-0.1922	-0.00	- 15 G				, פ
S16 7	0.9594	26	•	0.9594	0.9594	0.9594	17.52	U. 22.24	0 2120	7
SIG Y	0.7344	1.6884	•	1.5133	1.1622	.007	.957	1001-0	5	
	-0.0216	-0.0077	0.0383	0.0936	0.0173	.062	.032	-0.0924	ą	
			,							- 1
7	12122	12122	13133	্ৰ	133	3133	3133	Ħ	13133.	131
77.6	0000	1000	•		0.029	.029	.029	.029	0.029	ė
A 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	•	3 6	777	•	200	212	0.156	-012	-274	
AVE. I	-0.5201	1000 n	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	•	700	100	700	227	1.227	4
S16 x	1.2275	1.2275	177.	•	777	177.	177	740	17.	
S16 Y	0.6442	1.6512	2,1119	1.5734	1.2182	1.0873	0.9490	7401.0	77410	•
774	C#10-0-	-0.0607	990		14 2	.002	960	700		•

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

								90	6
	32	33	34	35	30	-	9		,
7	3177	3177	3177	3177	3177	3177	3177	3177	33177.
10	.037	.037	.037	0.037	.937	-937	-037	.037	3
6	<u>•078</u>	.572	.019	*282	315		1100	007.	
5	.977	.977	.977	116.	֭֓֞֝֝֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֓֓֓֓֓֡֓֡֓֡	7 6	77.	***	7
0.6433	1.6487	251.5	4516.0	0.2783	0.2574	0.2317	-0.1299	0.1565	33
7	.302		•						:
3200	3200	32C0	3200	13200.		13200.	200	200	13200.
600	.003	.003	.003	. 003	.003	.003	.003	• 003	-003
330			0.0003	•	•	.17	8	9 2.	74.
003	.003	.003	.003	.003	.003	.83	. 993	603	.003
642	639	.113	.556	.194	-092	646.	. 768	.745	. 739
0.1828		Q.	8	.331	•169	-236	.137	• 263	• 232
				900	2267	1267	32R7	287	187
3287	1976	36	1976	976	960	246	2	15	07
.240	0.240	Ņ	240	\$	֭֓֓֓֓֝֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֡֓֓֓֓֡֓֓֡֓֡֓֡֓	777		36	2 2
-0.3318	-0.0751	-0.5828	6210-0	1602.0-	6016-0-	101101 0	0.0400 0.0400	A. 8528	0.8528
. 852	.852		761	760.	700.	970	740	200	5
.641	•646	•	.571	7	060			16	
.017	.101	7	.038	8	940	• 023	622		<u>ה</u>
		2267		287	7287	3287	3287	32	1 (2)
3201	ξ,	177 0	•	3	3	461	199	1	0.46
101		407	•	28.2	310	165	010	?	.42
01000	2000	0.580	0.862	0.802	0.8802	0.8902	0.8802	0.802	=
200		120	,	217	060	646.	. 769		.76
100	•		•	123	980	140.	.079	0	97.
000			•):).).				
3287	3287	32	3287	3287	3287	2	13287	13207.	13267
	080	9	0.0800	0.0890	0.0880	ş	9	Ġ	8
TEE.	.075	'n	.018	.203	310	**	010.	7	624
914	.914	6	•16	.914	.914	26.	16.	5,1	-176
641	646	7	.571	.217	060	5	. 169		
0.0549	-0.0892	0.0054	.187	.070	.168	2	Ş	9	. 029
	14	. (0	3103	13103	13103.	3103	13103.	13103.	13103.
•		6	750	950	03	.035	, 135		03
3"			101	5	0.31	-0.1594	•	-0.2624	3
י כ	-	9	800	000	8	000	.00		9
7	N M		540	210	6	646	.764	•	Ę
-0.2154	-0.0787	-0.0021	0.0435	0.0883	0.3970	.103	• 106	_	.20
					3	293	2226	322	- 6
322	3228	3225	6226	6776	2662	777	7777		Y C
0.0561	0.0581	0.0581	0.0581	1860-0	1960-0	1960-0	1960°0	1960-0	4664-0-
• 33	.088	.579	10.	5920	675.	-	770		1
9	.088	.068	880	2002	800	98	000	9 6	ָץ צ
• 64	.633	•114	275.	212	960.		700	76	3
0	047	7 1 1 4	7 1 6 2			5	7	<u></u>	Ì

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:	9	13287	0.5128	-0.4295	1.2267	-0.3090	13232.	-0-1382	-0.4283	1.0685	0.7000 -0.1395		13287.	0.4071	•	1.0732	-0-1174		13281	-0.6245	0.9791	0.7656	777077	13096	0.7416	0.8710	0.7688	-0.0501	3287	-0.0301	-0.4295	•	0.755		13287	-0-0210	0.5147	0.7656
	39	13287.	0.5128	0.2622	1.2261	0.0966	13232.	-0.1382	-0.2642	1.0685	0.3300	•	13287.	0.4071	-0.2622	1.0732	-0.0208		13281	-0.2622	0.9791	•	Neustra.	13094.	0.7416	0.4710	0.7489	0.0262	1287	-6.030	-0.2622	0.9732	-0.0155	, P	-0-0014	-0.0110	0.5147	0.7505
	38	13287	0.5128	0.0100	1977-1	-0.0284	13232.	-0.1382	0.FA95		0.1759) 1	M	0.4071	0.0100	1.0732	0.0035	•	13287.	0-0100	0.9791	0.7695		13094	0.7416	0.8710	0.7720	0.0760	13287.	-0.0361	0.010.0	G-9732	-0-1480		•	0760-0	0.5147	0.7695
•	37	13287	0.5128	-6-1657	1070	0.1501	13232.	-0.1382	-0.1653	1-0685	0.2792		13287	0.4071	1688-0-	7610-1		- ; •	13261	165	0.9791	0.9491		13094.	0.7416	0.8710	•	-0.0942	13267.	-0.034)	-0.1657	0.9732	0.0141	, (-0-0014	-0-1657	0.5147	16461
	36	13287.	0.5128	6016-0-	1.0507	0.1780	13232.	-0.1382	-0.3116	1.0685	0.0601		. 13287.	0.4071	5076-0-	761017	0.0631		13281-	-0.3109	0.0791	3.0906 3.1910	•		914/0	0.8710	1.0952	-0.0473	13267.	_	-0.3109	0.9732	-0.0273	12967	A100.0-	-0.3109	0.5147	1.0906
	35	13287.	0.5128	-0.2837	1.2179	0.1587	13232.	-0.1382	-0.2832	1 2263	1.2555	. (M	0.4071	1.2521	1.2170	0.0100		-0-0284	-0.2837	0.9791	1.2179	•	13094	01-12-0	0.8710	1.2190	0.0589	13287.	-0.0381	-0.2837	25.60	0.0705	13267	-n-nol 6	-0-2837	0.5147	1.2179
	, de la constant de l	13287.	0.5128	1 2247	107701	-0.1028	13232.	-0.1382	0.0202	1-0012	0.0536		13261	1/04-9	Valle .	1.5717	-0.0238	19961	43501- -0-0283	0.0189	0.9791	1.5717		1309%	0.6960	0.8710	1.5660	-0.0638	13287.	-0.0381	0.0100	0.9732	-0-1466	13287	-0.0916	0.0189	0.5147	1.5717
	33	13287	0.5128	1 226.7	2.1202	-0.0723	13232.	-0.1382	-0.5761	2 1101	0.4490		13287	1/04-0	1 0722	2.1202	-0.2884	13987	-0-0283	-0.5828	0.9791	2.1202		13094.	-0.5720	0.8710	2,1250	0.0490	13287.	-0.0381	6.5828	2 1303	-0.0702	13287	-0.0916	-0.5828	0.5147	2-1202
	32	13287.	0.5128	10700	1.6669	-0.2462	13232.	-0-1382	-0.0781	1 3486	-0.0324	•	13684	1/04-0	1 0722	1.6469	-0.0557	12267	-0.0283	-0.0751	0.9791	1.6467		13094	9740-0-	0.8710	1.6479	-0.0519	13287.	-0.0381	-0.0751	1.4449	0-1748	13287	-0.916	-0.0751	0.5147	1.0469
N SET	#	m	0.5128	•	0.6610		13232.	-0.1382	-0-3307	0.4421	0.0932		13767	1104-0	1 0722	0.6410	-0.0785	12987	-0.0283	-0.3318	0.9791	0.6410		14096	-0-3406	0.8710	W-6304	-0.0262	13287.	-0.0381	-0.3388	0.4410	0.0861	13287.	-0.09%6	-0.3318	0.5147	0.6410
GROUP WITHIN	X VS. V	- 1	AVE X		X 915	_	N 23	,	AVE V	-	XX	2	, ,			516 Y 516 Y		N 25	: ×		×	SIG Y RXY	;		< >	S16 X	X	,. XX	N 27				AXA	N 28	×	3-	X 918	

N S, Y S1, N S2	,										
VE X	ŠŽ.	31			34		36	. 76	20 FO	S	?
VE X	2	3249	3249	3249	3249	3249	3249	3249	3249	3249	324
NE Y	VE X	431	431	431	431	431	-0.4312	-0.4312	-0.4312	-0.4312	-0.4312
16	7	0.332	0.077	.581	-016	.283	.316	.164	010.	-262	77
I.G. Y Q.6391 1.6694 2.1224 1.5678 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878 1.2878<	9	.427	0.427	.427	.427	.427	.427	.427	.427	.427	~
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NE X	X	+20·	•000	•312·	• 062	-094	940.	110.	.058	.082	9
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VE Y -0.318 -0.0751 -0.5528 0.0189 -0.283 116 X -0.318 -0.0751 -0.5528 0.0189 -0.283 N 31 13287 1.2469 2.1202 1.2137 1.3287 N 32 13287 -0.3318 -0.3318 -0.3318 -0.3318 1.232 N 32 13287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.3287 1.	. × ×	021	0.021	0.07	021	0.021	021	.021	.021	.021	.02
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16 Y 0.6410 1.0469 2.1202 1.5717 1.217 16 Y 0.6410 1.0469 2.1202 1.5717 1.217 16 X -0.3318 -0.3318 -0.3318 -0.3318 -0.53318 16 X 0.6410 0.6410 0.6410 0.6410 0.6430 16 X 0.6431 0.6440 0.6410 0.6410 0.6430 16 X 0.6430 0.6440 0.6410 0.6410 0.6410 16 X 0.6430 0.6469 0.6430 0.6430 0.6430 16 X 0.0318 -0.0046 0.0046 0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 -0.0046 <t< td=""><td>2</td><td>926</td><td>0.956</td><td>0.956</td><td>926</td><td>0.956</td><td>926</td><td>956</td><td>.956</td><td>.956</td><td>.95</td></t<>	2	926	0.956	0.956	926	0.956	926	956	.956	.956	.95
N 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287 13287	2	159	640	120	.571	.217	1.0906	0.9491	.76	0.7505	5.76
VE X	X	.046	.123	•349	• 003	• 245	•156	.152	•010	101	9
VE X -0.3318 -0.3318 -0.3318 -0.3318 -0.3318 -0.3318 1G X 0.6410 0.6410 0.6410 0.0410 1G X 0.6410 0.1646 0.1022 0.0364 -0.179 RXY 1.0000 0.1646 0.1022 0.0364 -0.179 RXY 1.0000 0.1646 0.1022 0.0364 -0.179 RXY 0.6410 1.6619 1.6619 1.6619 1.6619 RXY 0.6410 1.6619 2.0840 2.0846 RXY 0.1022 0.0348 -0.0148 -0.0148 RXY 0.1022 0.0348 -0.0148 RXY 0.1022 0.0349 RXY 0.1022 0.0340 0.0046 RXY 0.1022 0.0046 RXY 0.0034 0.0058 RXY 0.1022 0.0046 RXY 0.0034 0.0058 RXY 0.0058 RXX 0.0058	_	3287	3287	3287	3287	3287	3287	3287	3287	287	2
NEY -0.3318 -0.0751 -0.5528 0.0189 -0.283 IG X	× ;;	331	331	331	331	0.331	.331	.331	.331	331	•
C	, W	0.331	0.075	0.582	.018	0.283	-0.3109	-0.1657	0.0100	-0.2622	-0.42
N N N N N N N N N N	9	0.641	0.641	0.641	.641	.641	.641	.641	143.	149	•
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16 Y 0.6410 1.6619 2.0840 1.5566 1.216 RXY 0.1646 1.0000 -0.0177 -0.2764 -0.391 VE X -0.5620 -0.5763 -0.5763 -0.5763 -0.5763 VE X -0.3318 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5763 -0.5164 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 0.1000 <td>5</td> <td>.646</td> <td>199</td> <td>.661</td> <td>.661</td> <td>.661</td> <td>.661</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td>	5	.646	199	.661	.661	.661	.661	3	3	3	3
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IG X	Ä	0.331	9.004	0.578	.016	0.335	.360	.19	50	7	3
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VE Y -0.3318 -0.0046 -0.5783 -0.0168 -0.335 IG X 1.5717 1.5586 1.5586 1.5586 1.216 IG Y 0.6410 1.6619 2.0040 1.5586 1.216 RXY -0.0364 -0.2784 0.0034 1.0000 0.166 N 35 13287 -0.3355 -0.3355 -0.3355 -0.335 VE X -0.3318 -0.0046 -0.5783 -0.0168 -0.335 IG X 1.2179 1.2166 1.2166 1.2166 1.2166	Y	3		.016	.016	.016	-016	3	9	a	5
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DESCRIPTION AND A COUNTY OF THE PROPERTY OF TH	9	199	195	400	.55	-216	1.1250	0.9585	0.7540	0.7640	7.0°

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S16 X	1.0906	-	1.1250	1.1259	125	1.1250	1.1250	1.1250	1.1250	1.1250
S16 Y		•	•	•	.216	.125	.958	.754	.764	•
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516 Y	0.6410	.661	2.0840	1.5986	1.2166	1.1250	•	0.7540	0.7640	6.0
EXY	-0.0516	3	•	•	•	7	ç	7	0.2522	
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AVE Y	-0.3318	9900-0-	-0.5783	-0.013B	-0.3355	-0-3607	-0.1985	0.0105	-0.2766	-0.5
	0.7695	0.7540	0.7540	0.7540	•	•	0.7540	35	<u>٦</u> '	0
\$16 Y	0.6410	1.6619	2.0840	1.5586	•	•	0.585	2	7'	7-0
RXY	-0.1028	0.1344	-0.0846	0.0203	•	•	-0.1149	8	7	0.0
	6	14892.	14892.	14892.	14892.	14092.	14892.	14092.		140
AVE X	-0	-0.2766	-0.2766	•	-0.2766	-0.2766	•	-0-2766	•	-0-2
•	•	-0.0046	-0.5783	Ų	-0.3355	-0.3607	•	0.0105	-0.2766	-0.4059
×	0	0.7660	0.7640	•	0.7640	0.7660	0-7640	0.7640	•	0.7
	\$0.	1.6619	2.0840	S	1.2166	1.1250	0.9585	0.7540	•	2.0
EXX	960	-235	0.2365	0.0474	0.3541	0.0709	0.2522	-0.2547	•	0.0
*	12287	14892	14892.	14892.	4892	•	4892	14892.	16892.	•
×	•	3	.405			4	-0.4059	•	3:	-0.4059
AVE Y	•	-0.0046	-0.5783	•	335	•	•	0.0105	-0.2766	•
× 915	0.7656	~	0.7841	1	.784	0.7841	0.7841	0.7841	7367	•
S16 Y	•	1.6619	2.0840	•	-216	•	•	0.7540	0.7640	
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	41 13207.	4892	14892.	14892.	193	14892.	14892.	192	2	14892.
AVE X	-0.1116	-0.1014	-0.1018	-0.1018	9	•	9	9	9	-0-1
AVE Y	-0.3318	-0.0046	-0.5783	-0.0168	-0.3355	-0.3607	-0.1985	0.0105	-0.2766	9.0
i	•	9	1.0043	1.0083	3			9	3;	
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SIG X	1.0403	1.0365	1.0365	1.0365	1.0365	1.0365	1.0365	1.0365	1.0365	0.0
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EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE

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,	14892. 0.0723 0.046 0.6438 1.6619 -0.2579	14892. 0.0723 0.5783 0.6438 2.0840	14892. 0.0723 -0.0168 0.6438 1.5586	14692. 0.0723 0.3355 0.6436 1.2166	14892. 0.0723 -0.3607 0.6438 1.1250	14892. 0.0723 -0.1985 0.6438 0.9585	14892. 0.0723 0.0105 0.6438 0.7540	14992. 0.0723 -0.2766 0.6438 0.7640	14892. 0.0723. 0.6438 0.7841
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400-40	-6619 -6619 -6619	14892. -0.5847 -0.5783 1.4016 2.0840	14892. -0.6847 -0.0168 1.4016 1.5586	14892. -0.8847 -0.3355 1.4016 1.2166	16892. -0.6847 -0.3607 1.4016	14892. -0.6847 -0.1985 1.4016 0.9585	14892. -0.6847 0.0105 1.4016 0.7540	14892. -0.6847 -0.2766 1.4016 0.7640	14872. -0.5059 1.4016 0.7841

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N 51	13287.	4892	14892.	4892	14892.	14892.	14892.		14892.	14892.
×	-0.1317	134	-0-1343	.134	-0.1343	-0.1343	-0.1343	.134	134	.134
. ¥	331	*60	-0.5783	-016	-0.3355	-0.3607	-0.1985	.010	276	9
×	0.8768	875	0.8751	.875	0.8751	0.8751	0.8751	0.8751	8751	ö
: >	9	199	2.0840	558	1.2166	1.1250	0.9585	.754	191	~
RXY	0.0525	-0.0787	0.4635	0.0742	0.2362	0.0236	0.2835	.354	0.3296	-0.1464
S. N	2	14892.	184	14892.	14892.		3	14892.	92	- ~1
· : ×	120		7	118	•	-0-1183	-0-1183	-0.1180	-0-1183	-0-1180
VE Y	331	0.0		.016	•	m	7	•	-0.2766	•
×	410	1	7	.451			7	0.4512	0.4512	451
	149	9	9	.558		1.1250	•		0.7640	25
RXY	0		0.1735	-0.0701	-0.0524	-0.0504	-0.0288	-0.0065	-0.0075	-0.0566
65	32	•	14892.	3	14892.	14892.	•	4892	892	14892,
×) (-0-3620	E	-0.3620	-0.3620	-0.3620	.362	362	-0.3620
	0		-0.5783	0	-0.3355	-0.3607	•	.010	-0.2766	-0.4059
			0.7420	-	0.7420	0.7420	•	.742	742	0.7420
× 91	•	1.6619	2.0840	1.5586	1.2166	1.1250	0.9585	0.1540	764	0.7841
121	17		0.1665	7	0-2976	0.3167		121	0.2013	-0.2796

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EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

ERIC Provided by ERIC

GROUP WITHIN SET

49 50	•	1-4979	-0-6078 -1-	1.9186	1.3618	0.2327 0.0384	12507		77770	9770-0-	7 6707-7	-		13157.	0.4508	-0.6178	1.3254	1.3855	0.3072	13287	0.1207	-0-6226	1.2906	1.3832	0.1281	1 1112	:	-0.6151	4.2804	1.3673	0.0992	13054.	1.8591	-0.6260 -1.9	4.3503	1.3901	0.4513	3287. 13	0.5172 0.	-0.6228 -1.5377	73EV	.> 0066.7
48	13064	1.4979	•	•	•	0.1200	•	ייו	•	•	1107.7		,	m	•	•	1.3254	•	-0.0810		0,1207	-0.3289	•	0.7959	0.0328	1 3032	6.3380	-0-3275	•	1964	•	13054	1	m	320	Š	•	13287	517	-0.3289	757	770
41	•	1.4979	•	•		0.1005	•	•	•	•	C107-7		,	m	•	•	1.3254	•	•	•	0,1207	-0.1192	•	0.7988	0.0645	13032	6.3380	-0-1117	4.2804	D=7997	©-0843	309			•		•	(*)		-0.1192	, ,	0
46	•	1.4979	•	•	•	•	•	•	•	•	7	-0.0813	,	m	•	•	1.3254	•	•	13287	0.1207	-0-1864	1.2906	0.6758	0.0010	13032	6.3380	-0.1815	4.2804	0.6785	•	Š	1,6591	-0.1923		0.6693	9	32	5	-0.1865	9	֡
2	(7)	1.4979	•	•	•	•	(4)	•		•	• •	0.0079		ш	7	•	1.3254	•	•	13287	0.1207	0.0936	1.2906	0.6486	0.0739	13032	6.3380	0.0973	4.2804	•	•	13054.	1.8591	0.1064	6-3503	0.6469	717	13287.	0.5172	0.0938	2.6350	
**	13064	1.4979	-0.0578	1.9186	0.9229	0.1337	13287.	0.0772	-0.0466	2.2610	0.9250	-0-2367		13157.	0.4508	-0.0698	1.3254	0.9262	0.0295	13287	0.1207	-0.0666	1.2906	0.9250	0.1102	13032	6.3380	•	4.2804	•	•	- 67	•	-0.0743		•	•	m	•	-0.3666	•	
43	13064.	1.4979	-0.282ū	1.9186	٠	0.0772	13287.	0.0772	-0.2835	2.2610	0.7546	-0.0216		Ħ	0.4508	-0-2816	1.3254	0.7568	0.5773	13287.	0.1237	-0.2835	1,2906	.75	0.1150	13032	6.3360	•	•	9	0.1248	38	٦	-0.2896	9-3202	0.7362	0.25/8	3	ŝ	-0.2835	•	
25	13064	1.4979	-0.1128	1.9186	1.0387	0.1284	13287.	0.0772	-0.1161	2.2610	1.0403	-0.2873	,	13157	0.4508	٠	1.3254	3	0.1207	13287.	0.1207	-0.1161	1.2906	1.0403	•	13032	6.3380	-0-1126	4.2804	5	0.1003	13054.	1.2591	-0.1172	9-5503	Э (13287.	0.5172	-0,1161	2.6350	
7	13064	1.4979	•	1.9186	•	•	16	•	•	•	1.0130	•		13157.	0.4508	-0-1135	1.3254	1.0166	0.1149	13287.	0.1207	-0.1116	•	1.0133	7	13032.	6.3389	-0.1042	4.2804	1.0102	0.0907	13054.		-0.1173		.	-	13287.	0.5172	-0.1116	2.6350	-
X AS. Y	7 7	AVE X	VE Y	X 9	16 · Y	RXY	2	×			SIG Y	-				•	X 918	N S	RXY	*	AVE X	AVE V	- 1	70 ×	EXX		AVE X	ì	× 91	j 2	XX	•	- 1	AVE V	7 200	> > > > > > > > > > > > > > > > > > >		N 2	ڪ ×	AVE Y	×	1

X V5. Y	15	42	43	**	45	46	1	8.	64	55
	733	2733	27	2733	2733	2733	2733	2733	2733	2733
×	219	.219	.2	.219	.219	.219	.219	.219	219	7
ш	081	.085	42	.043	.094	.178	.111	.317	609	**
40	824	.824	8	.824	.824	.824	.824	.824	.824	.824
en e	0.9885	1.0163	0.7632	0.912	0.6514	0.6736	0.8011	0.7627	1.3655	2.4961
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i	.286	•29	.286	-286	.286	•28	.286	-286	.286	.286
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	## CANONE WITHIN SET ## US. Y #1 #2 #2 #3 ## US. Y #1 #2 #4 ## US. Y #1 #2 #4 ## US. Y #1 #2 ## US. Y #1 #3 ## US. Y #1 ## US. Y #3 ## US. Y #4 ## US. W #	PHASE.		5 46 47 48 49 54	13177- 13177- 13177- 13177-	-0.0371 -0.0371 -0.0371 -0.0371 -0.0371	-0.0721 0.0933 -0.1853 -0.1187 -0.3297 -0.6256	0.9778 0.9779 0.9779 0.0	-0.0733 0.2112 -0.4100 0.0883 -0.0218 0.3513 -	13200. 13200. 13200. 13200.	0.0032 0.0032 0.0032 0.0032 0.0032	-0.0698 0.0960 -0.1886 -0.1232 -0.3254 -0.6257	1.0030 1.0030 1.0030 1.0030 1.0030 1.0030 1.0030	0.9360 0.09465 0.0934 0.2176 0.1492 0.565		13287. 13287. 13287. 13287. 13287.	-0.2403 -0.2403 -0.2403 -0.2403 -0.2403 -0.4023	-0.0666 0.0936 -0.1504 0.8528 0.8528 0.8528 0.8528	0.0040 0.6486 0.6758 0.7988 0.7959 1.3832	0.3649 -0.0456 -0.0112 0.0231 0.1146 0.1111	13287. 13287. 13287. 13287. 13287. 13287.	-0.4612 -0.4612 -0.4612 -0.4612 -0.4612	-0.0666 0.0938 -0.1864 -0.1192 -0.3289 -0.4568 -	0.9250 0.6486 0.6758 0.7988 0.7959 1.3832	-0.1704 0.0399 -0.1540 -0.2848 -0.0256 -0.2289	13287. 13287. 13287. 13287.	0.0880 0.0880 0.0880 0.0880 0.0880 0.0880 0	0.9149 0.9149 0.9149 0.9149 0.9149	7546 0.9250 0.6485 0.6758 0.7988 0.7959 L.3832	1032 0.1869 -0.0557 0.0581 0.0777 0.0774 0.0810	13103. 13103. 13103. 13103. 13103. 13103.	-0.0355 -0.0355 -0.0355 -0.0355 -0.0355 -0.0357	-0.0568 0.0929 -0.1946 -0.1669 1.0081 1.0081	0.9286 0.6492 0.6756 0.8022 0.7657 1.3615	0.0173 0.0175 -0.0095 0.1329 -0.0365 0.1634	13225. 13225. 13225. 13225.	581 0.0581 0.0581 0.0581 0.0531 0.0581 0.0581	2020	1007 TOTAL TITLE TOTAL DECITION OF THE TOTAL
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	92	25	14892.		14076	1002	-0.1023		-0.1023	-0.1023
3	102	0.102	.102	102	707	•		24.1		.597
	9	102	-31¢	690.	.072	961.	.167	77.0	•	1.034
בו ער	476	750	036	.036	.036	.036	000	000	•	
× :	38	36		926	.643	.674	. 795	100	•)
	200		77		751	.272	. 587	. 122	_	. 336

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE
T REGRESSION
GROUP WITHIN SET

: R	14492	•		•	•	•	3	9	-1.5974	5	٦.	7		•		0.6438	•		14992.	α,	1765-1-	2.8800	9.0669				0.7957			20561.	٦,	,	17	0.7261		-0.7486	•	1.3		•
	14892-	•	•	•	٠	•	4892	990	-0.6847	.926	40	-625	14592.	0.0723		0.6438	1.0010	0.623.0	14892.	•	•	•	0.2046	•		•	0.7957	u	•	20561.	-0-3457	-0-7486	1 2026	0.4710	20561	•	246	.383	1.3833	•
	4892	.314	-0.3410	.750	1981	• 000	3	690	-0.3410	926	.861	162				0.6438		+/00·0-	14892.	-0.1980	.	71700	-0.0142	14892	-0.1293	-0.3610	0.7957	1199-0	1680.0	20561.	•	•	•	1.0000		1	345	383		.471
	14892.	•	-0.1293	•	•	•	683	8	-0.1293	9	7	1	•	•	•	0.6438	•	•					0.3367	•		•	0.7957	•	•	14892.	•	•	•	•	٠ ٩	-0.6847	129	Ç	795	.475
? F	4892	.334	-0.1980	. 750	.674	•076	1 89		•	9	9	•	•	•	•	0.6438	•	•	14892.	•	•	•	1.0000	•			0.7957	•	•	16892.	٦	~`	~ `	0.0140	•	-0.6847	198	107	67 6	-204
	4892	.314	0.0723	. 750	£99*	.272		•	A. 6723	•	, ,		14892	0.0723		0.6438	0.6638	1-0000	14892.	198	0.0723	70-	0.0172	14802	-0.1293	0.0723	0.7957	0.6438	0.2175	14892.		0.0723	•	• .	•	-0.6847	072	107	643	.223
:	14892-	-0.3149	-0.0692	0.7500	0.9268	0.0131	1 4	•	-0.0402	•			14892	0.0723	-0.0692	•	926	0.0915	14892.	-0-1980	-0.0692	0020-0	0.2347	14.00	-0.1293	-0-0692	0.7957	0.9268	0.4755	14892.	-0.3410	-0.0692	110110	0.9686		-0.5847	•	-	•	
	14892.	-0.3149	-0-3149	0.7500	0.7500	1.0000	_	64076	•	•	0.7500		14892	9	-0.3149	0.6438	250	0.2722	11892.	-0.1980	-0.3149	0.676.0	0.0764	14602		-0-3149	0.7957	0.7500	0.2992	14892.	-0-3410	-0.3149	1168-0	0.600		-0.4847	•	,	750	
	14892	-0-3149	-0.1023	0.7500	1.0365	0.1668		Г	Ψ.	•	▼	0.8165	•	, ,	•	0.6438	•	0.1543	- 1	-0.1980	-0.1023	0.6760	1.0362	14003	-0.1203	-0-1023	0.7957	1.0365	0.5879		•	•	•	1.0365		-0 6567	•	*	-	0.5553
	14892	-0-3149	-0.1019	0.7500	1.0083	0.1776	14.002	74047	7500-0-	070700	1 0002	0.8205	14802		-0.1018	0.6438	1.0083	0.1461	3	-0.1980	-0.1018	0.6740	1.0053		1203	-0.1018	10	1.0003	0.5888		-0.3410	•	•	E200-1	•	-0 4847			1.00.4	0.5682
X VS- X	N 63		AVE Y			-	77 10		AVE X			- 22	4	! ! ×		SIG X	16 V	RXY	24 X	*	AVE Y	16 X	SIG Y		i	AVE V	IG X	S16 Y	RXY	2	ı	AVE Y	716 X	216 Y				í	< > 10 × 21 × 21 × 21 × 21 × 21 × 21 × 21 ×	

EDUCATIONAL MODELS PROJECT - ANALYSIS PHASE T REGRESSION

000	20561	•	-1.608	1 2.790	0 2.790	1.000	20551	J -1.232	9 -1.608	2.1624°	2.790	0.954	20561	1 -0.377	4	1.015	2,790	7 0.705	19505	-0.675	· ,	1-159	067.5	0.50	20251	.	2001	2.790	6 0.805	20561	-0.493		2,263	2.790	194.0	20561	9 -0.321	-1.608	Or (2.79	-
6	056	-1.608	1	• 19	. 33	• 46	056	.23	2.0	2.162			0		-0.746		•		20561.	7	7	7	7	7	050	-0.538			3		-	2	7	3	3	2			1.033	9	•
₩,	0561	-1.6086	.365	. 790	. 150	°,726	0561	.232	365	2.1624	.850	. 719	0561	0.377	-0.3657	1.015	. 159	3	. 0	•	-0.3657	7	,		1950	-0.5300	200	452	919	8	5	3	.26	5	6	1950	.321	9.365	1.0339	. 658	
	4832	-1.5974	.129	.869	.795	.245	4892	.221	.129	2.2415	. 795	-340	4892	.388	-0.1293	.032	. 795	.349	4892	119	-0.1293	• 163	- 795	162.	4992	-0.5255	777	795	.235	4892	.520	-0.1293	926	.795	.579	489	.31	-12	1.0248	5	
9	4892	-1.5974	198	-889	+19.	•066	4892	.221	198	2.2415	.674	.122	419	.3	-0.1980	60.	.67	7	·2	• 614	.19	9		*158	4092	25	24.4	476	100	4192	520	-0.1980	,320	674	305	4892	.314	.198	1.0248	.674	
45	4892	-1.5974	.072	.889	. 643	030	4892	.221	.072	2.2415	.643	.027	4892	38	0.0723	.032	. 643	.09	1	19.	0.6723	2		17.	4892	.52	7200	77	Ž		22	0.0723	.32	19.	.15	4892	.314	.072	1.0248	. 643	
\$	4892	-1.5974	.069	.889	.926	.373	4892	.221	90	2.2415	926	200	4892	.388	-0.0692	.032	.926	.639	603	.61	-0.0692	91:	76.	•20	868	525	900		0.3665	4892	520	-0.0692	.320	.926	.753	4892	.314	-069	1.0248	926) () () (
43	4892	Š	43E.	. 889	.750	.030	4892	.221	314	2.2415	.750	-163	1489	2	-0.3149	3	75	0	12	2	-0.3149	2	8		1892	528	216	100 P	0.0229	4	5	-0.3149	.32	2	6 7	4892	.314	·314	1.0248	.750	
42	9	1.5	192	.889	.036	32	4892	1.221	102	2,2415	.036	.455	4392	388	-0.1023	.032	£0°	.538		3	-0.1023	3	× 1	37	69	25		,	0.2908	. 5) (-0.1023		9		4892	.314	132	1.0248	.036) () () (
42	087	1.5	10	. 88	9	34	4892	1.221	101	2.2415	.009	995	892	388	-0.1016	032	600	547	14892.	-0.6142	-0.1018	1.1635	1.0083	0.2096	2	S	a k	ת ה	0.2934	10	5	-0.1018	.32	8	. 76	489	9.31	101	1.0248	8	
X VS. Y	200	×			>	×	N 51	: ×		*		RXY		×	>			RXY	% 23	×	AVE Y	ŀ	-	34 .			- 1		RXY		۱ ا	VE Y	1	i		20		444	16 ×	46	į

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			:	; ;			!			***
X VS. Y	***	42		*	45	9	**	=	64	8
,	14892.	14892.	14892	14892	14.892	14892.	14692	20561	20541	20861
는 년 × >	-0.1343	•	-0-1343	-0.1343	-0.1343	-0.1343	-0-1343	-0.1111	-0-1131	-0.1111
× 918	0.8751	0.8751	0.8751	0.8751	0.8751	0.8751	0.8751	0.8499		0.8499
RXV	0.8869		0.0637	0.9264	0.0896	0.2422	0.5390	0.2650	1.3630	2.7901
N 20	14892.	14892.	14892.	14892.	14892.	14892.	14892.	20561.	20561.	20561.
	-0.1018	-0.1023	-0.3149	-0.0692	0.0723	-0.1980	-0.1293	-0.3657	-0.7486	-1-6086
S16 Y S16 Y RXV	1.0083	0.4512 1.0365 0.0601	0.4512 0.7500 -0.0815	0.9268 0.1392	0.4512 0.6438 0.086	0.4512 0.6740 -0.0464	0.4512	0.6536	1.3830	2.7901 0.5414
N 59	16892.	16892	14892	16892	16.802	14802	14862	30543	20643	1986
×>	-0.3623	-0.3620	-0.3620	-0.3620	-0-3620	-0.3620	-0.3620	-0.3640	0406.0-	-0.3840
S16 X	0.7420	0.7420	0.7420	0.7420	0.7420	0.7420	0.7420	0.7312	-0.7486 0.7312	-1.6086
	0.2772	0.2467	0.4901	0.1939	0.2007	0.1798	0.3358	0.3270	0.6238	0.3970
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S. Y	51	52	53	**	3 2	95	57	96	59
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	107	1 -4070	103	1.4979	1.4979	1.4979	1.4979	.497	1.4979
	671	•	•	.500	466	-0.2932	•	-0.1245	-0.3365
	918	1 (916	.918	16.	1.9106		.916	1.9186
	118	•	128	.140	.32	0.9930	•	• •	0.7129
	0.0628		0.1199	105	7	0.0836			0.1126
		F	- 12				- 6	12287	13287.
~	287	1826	Ä,	ï,	v e	15601	0.0772	0.0772	0.0772
			7		1			-0-1204	-0.3406
	1661.1-	7176	6		7		7	2.2610	2.2610
	3 5	7					7	0.4108	0.7110
	-0.0606	-0.1440	0.0200	0.0262	-0.2160	-0.0030	7	0.0548	-0.0689
						2386	13167	12367	12167
•	13157.	7	13157.	13157.		1919/	12121	121214	0 4800
	0.450	7	0.450	0.4508					986
	-1.1578	7	-0.5727	-0.4334	7	6762°D-	-0-1326	-001807	10020
	1.3294	1.3254	1.3254	1.3254	1.3254	1-323	- KX-	1.36.4	
	2.1374	7	1.1204	1.1569		0.9931	0.0100	01440	0-1167
	0.0133	0	0.1786	0.0100	2	0.1324	0.028	9601-0-	• • • • • • • • • • • • • • • • • • • •
	12267	113517	13217.	13287.	13287.	13207.	13287.	13267.	13287.
•	0.1207	0-1207	0.1207	0-1207	0.1207	0.1207	0.1207	0.1207	0.1207
	-1-1534	-0.3723	-0.5705	-0.4998	-0.4708	-1.2956	-6.1317	-0.1204	-0.3406
	1.2906	1:2906	1.2306	1.2906	1.2906	1.2906	1.756	1.2906	3.2906
	2.1329	0.4563	1.1276	1.1477	2.3193	9.00	0.876		9-711-0
	0.0383	0.1150	0.0354	0.0238	3-1240	10100	0-177	0.000	0.001
•			1 1023	•	C	13032	13032	13032.	
^	15056	15056	43026	A206.) (T	4.3310	6.3340	6.3380	
•				•	١ •	-0.2056	-0.1275	-0.1204	
	1000	A-2004	7.2.5		7	4.2104	4.2804	4.2804	4.2804
	2 1020	246	1.1324	, ,	ш	- 991	0.8728	0.4127	•
	0.0124	0.0795	-1.0294	0.0608	0.1089	0.1070	0.0737	0.0199	
,	13064	1	13064		13054	13054.	13054.	13054.	13054.
b		1.8591	1.0591	1.0591	1.0591	1.0591	1.891	1.6991	1.0591
	-1.1602		-0.5750	3	-0.4819	-0.2996	-0.1374	-1.1224	-0.3454
٠.	4.3503	2	4.3503	2	4.3503	4.3503	4.3503	4.3983	4.3503
	2.1405	ŀ	1.1366	-	2.3268	0.996	0.03	9.4126	0.7133
	0.0427	ŀ	0.2498	8	0.3058	0.1053	0.0051	-9.0619	0.5970
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	2.1624	1,0153	1.1597	1,2555	2.2631	1.0339	0.8499	0.4434	0.7412
RXY	0.5977	0.7023	0.2850	0.4254	0.8427	0.2684	1.6000	0.1969	0.2778
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	-1.6237F	-0.3774	-0.6751	-0.5388	-0.4937	-0.3219	-0-1111	-0.1239	-0-3843
	0.73	0.7312	0.7312	0.7312	0.7312	0.7312	0.7312	0.7312	0.7312
	2.1624	1.0153	1.1597	1.2555	2.2631	1.0339	0.8499	0.443	0.7312
RXY	0.4197	0.4677	0.5299	0.5209	3577	AAKA	9226	7010	3000

APPENDIX B

The Correlations of Variables Not Included in the Analyses With the Student Body and School Variables

Presented herein are the correlations of 43 variables from Appendix A with 16 variables not included in the original analyses due to limitations of the correlation and regression programs to 59 variables.

Of the 43 variables taken from Appendix A, 39 were used in calculating the regressions. The list of these 39 variables is given on pages 5 through 7 in the main body of the text.

The question is whether or not these 16 variables not included in the original analyses contribute any new variance to the analyses. The squared multiple correlation for the 39 school and student body variables used in calculating the regressions is .8662 (see Table 10). The squared multiple correlation obtained when these 16 variables, in addition to the 39 are entered into the regression (a total of 55 variables) is .8794 or an increase of about one percent. Consequently those 16 variables do not contribute any essentially new variance to the analysis.

The correlations of the 43 variables from Appendix A with the 16 new variables (59 in all) are given below for the use of other research personnel who might have an interest in them. When variables have been described in detail earlier only their names are given.

List of Variables

Variable Number	<u>Title</u>
1	Physical Plant and Facilities
2	Principal's Experience
3	Principal's Training
4	Principal's College Attended
5	Instructional Facilities
6	Special Staff and Services
7	Tracking
8	Testing
9	Transfers
10	Percent of Students in Remedial Reading and Math
11	Free Lunch and Milk Programs
12	State and Regional Accreditation
13	Age of Texts
14	Availability of Texts
15	School has a Free Nursery
16	Compulsory School Attendance Law is Enforced
17	Rural-Urban Location of School
18	Length of School Day
19	Lowest Grade in Which Students Take Courses from Different Teachers
20	Percent of Students that Attend Part Time
21	Many Pupils Per Teacher



continued--

Variable Number	<u>Title</u>
22	Pupil Assignment Practices - scored high if all students in a particular geographic area attend the school with few or no transfers, scored low for the other policies
23	Number of Students Enrolled in the School
24	Percent of Students in Daily Attendance
25	Slow Learner Promotion Policy - scored high if the student is promoted with his age group, zero otherwise
26	Age of Building
27	Many Pupils Per Room
28	Principal's Sex
29	Principal's Course Credits Beyond His Highest Degree Held
30	Principal's Estimate of the School's Reputation
31	Teachers' Experience
32	Teaching Conditions
33	Teachers' Localism
34	Teachers' Socio-Economic Background
35	Teachers' Training
36	Teachers' College Attended
37	Teaching Related Activities
38	Teachers' Preference for High Ability Students
39	Teachers' Sex (high proportion of female teachers)
40	Teachers' Racial-Ethnic Group Membership



continued--

Variable Number	<u>Title</u>
41	Teachers' Course Credits Beyond Highest Degree
42	Teachers' Assignment to Fresent School - scored high if the teacher asked to work in the school, low if he was placed there
43	Number of NSF, NDEA, ESEA, etc. sponsored summer institutes attended
44	Teachers' Salary Level
45	Teachers' Honor Society Membership - scored high for membership in Phi Beta Kappa or Kappa Delta Pi, low otherwise
46	Teachers' Vocabulary Score
47	Student Body's Expectations for Excellence
48	Student Body's Socio-Economic Status
49	Student Body's Social Confidence
50	Student Body's Attitude Toward Life
53.	Student Body's Family Structure and Stability
52	Student Body's Educational Plans and Desires
53	Student Body's Study Habits
54	Student Body's Achievement Level
55	High Proportion of Girls in the Student Body
56	Student Body's Age
57	Student Body's Racial-Ethnic Composition
58	Many Students' Parents Speak a Foreign Language
59	Many Students Speak a Foreign Language



EDUCATIONAL MINTH GR	A C A C A C A C A C A C A C A C A C A C	ELS PROJECT	- ANALYSIS	IS PHASE	Ū	GR*9 REGR. RG	. 117 121120			12/13/67	PAGE 6
GROUP WI	WITHIN SET	-									•
x vs.	>	-	8	en,	*	ĸ	งก	4	m	&	10
2	~	3064.	•	12934.	m	2825	2831	3064	2538	2907	288
AVE X		04940 04940	•	1.4986	•	335	. 586.	516	-224	304	500
816 ×		9186		1.9211	•	.933	926	.938	.905	916.	.92
SEG Y RXV	·	2000 2000 -	2.247 6 0.0218	1.3309 0.1340	1.2931 0.0349	4.2619 0.3832	4.2934 0.2762	2. 6298 0.1704	1.8342 0.0463	1.2932	2.0174
2		*****	•	73167		2022	205	2287	2733	431	205
E × 384	•	5064.	7, 7	n (η (400		750	010	676	6
AVE Y		424				.338	959	517	617	308	.56
**** (.2476	•	•	•	.275	.271	.261	. 223	.259	25
AXE Y	Í	1.98% 0.0216	2.2010 1.0000	5.3224 5.0452	1650-0-	0.0224	4-5505 0-0663	0.0695	0.0160	-0.1451	0.0133 0.0133
3	•	202A.	2147	(7	-	n	2925	308	2634	2985	2928
AVE X	n	4364		, •	•		458	15	.462	456	.463
AVE Y		4964	•	•	7	•	168.	.52	.224	.307	-565
S16 x		.3309		•	د	•	•	2		332 286	
		0.1340	0. 65 52	1.55.0	0.1389	0.2327	•	0.2359	218	22	0.238
			•	1000	i	•	7306	0	1733	211	256
	•	9000	19267-0-1907	14127	366	300c	5026	22	125	128	120
AVE Y		4979	, ,	0.450	12	33	.859		219	303	.567
\$16 X		.2931	2	1.2917	S	.29	.297	Ę	.29	. 283	-295
SIG Y RXY		1.9106 0.0349	2.2 5 10 0.0591	1.32%	1.2906	4.2804 0.0682	4.8509 0.0687	2.6350 -0.9177	1.8241 0.0528	1.2864 0.1096	2.0100 0.0126
	u		C \$ 3 C		•	202	2803	r	7604	2876	2803
AVE X	n		6.3380	6.3647	6.3380		293	900	.289	370	341
AVE V		-5025	•	0.4300	•	66.	.850	23	•	33	0.5620
X 980		.2619	•	7,	•	2	295	082.	954	25.	197.
- AKE	-	0.3832	0.0224	0.23	0.0682	1.0000	0.3055	192		.003	.001
z	•	31.	(F)	23.7	96	280	3054	3054	2501	2882	2822
AVE X		249	•	2	7	.85	. 859	-859	.745	1.862	26.
AVE Y		1.50e1	0.0876	0.4583 4.3482	0.1112 4.3563	6.2932		0.53 8 8	0.1950 4.2963	9106-0-	4684.4 4.3349
S16 Y		260		E	7	5	350	3	.822	.293	.017
RXV		762	•	9		90	• 000	.371	.286	.229	.319
*		3064.	3287	31	32	3032	3054	3287	2733	3115	3054
AVE X		.5164	-517	ů.	'n,	.534	.538	-517	-460	.522	548
AVE V		6264	700	4	7	.336 644	. 659	12C.	6179	. 305 . 625	766.
× 910		1.9186	2.2610	1.3254	1.2905	40000	4.3503	2.6350	1.8241	1.2854	2.0100
RXV		1704	•069	7		. 192	.371	900	•115	• 008	•376

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EDUCATIONAL MINTH GR		MODELS PROJECT IEGR.		ANALYSIS PHASE		GR*9 REGR. F	RG. 1°7 12°12	19.		12/13/67	PAGE 7
STORE N	BITHIN	SET			•						
X VS.	>	-	~	m	•	ĸ	ø	~	€	σ	10
AVE X	•	12538. 0.2247	12733.	12634.	12733.	12494.	12501.	2733	2733	2578	2507
		•	0.0165	7	.135	7	2470	460	.219	294	.576
S16 ×		• (1.8241	061 130	1.8241	.	.822	.824	.824	.820	.821
~		•	0.0160	7	.052	0 .	28	v m	1.0000	1.3022	2.0169 -0.1034
*	, 6 \	12907.	3115	298	31	2876	2882	3115	2578	3115	2882
AVE X			-0.3055	-0.3077	-0.3055	-0.3302	-0.3018	-0.3055	-0.2946	-0.3055	-0.2929
		7			•	216.	700.	77.0	•17•	302	.560
\$16 Y		1.9163	.259		7	.234	349	.625	.820	. 286 . 286	800
×		9	.145	. 22	7	• 003	.229	. 008	-062	000	. 165
z	30	•	8	29	묾	2803	2822	3054	2507	2882	305
AVEX		0.5731	7	a.	r.	. 562	. 583	.567	.576	. 563	. 56
AVE V		•	9,	4,	٦,	.341	906	548	.222	.292	.56
× 910		• (֓֞֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֓֓֡֓֓֓֡֓֡	7 "	ְייי כּ	710.	10.	010.		000	5
RXV		-0.0006	-0.0133	0.2380	0.0126	-0.0011	0.3196	0.3766	1.6212 -0.1034	1.2929	1.0000
			- 6	71.0	32	2605	3064	-	1823	7.00	
*	;		7	.12	12	120		יול	136	126	1004 104
		•	9	4	-12	.338	.859		.219	305	.567
		•	ů.	52	52	.521	.531	'n,	.540	.532	.533
RXY		0.0437	-0.0818	-0.0872	-0.0206	द0 €0 • 0	4.3503	-0.0520	1.8241	1.2564	2.0100
	5	•	3								
X X	7	37	575	֓֞֞֜֜֞֜֜֞֜֜֓֓֓֓֓֓֜֜֜֓֓֓֓֓֓֓֡֓֜֜֡֓֓֓֓֓֡֓֜֜֡֓֡֓֡֓֡֓֡֓֡֓֡֓֡֡֡֡֓֡֓֡֓֡֡֡֡֓֡֓֡֡֡֡֡֓֡֓֡֡֡֡	בין 125	0470	9810	122	9905 211	9160	1610
3		ú	8	315	100	. 876	323	515	486	604	520
S16 X		1.2060	1.2031	1.2012	1.2031	1,1837	1.2092	1.2031	1.2114	1.1815	1.1960
; E		֓֞֜֜֜֜֝֓֜֜֝֓֜֜֜֜֝֓֜֜֜֜֜֜֜֜֜֜֜֜֜֡֡֓֜֜֜֜֜֜֡֡֡֡֡֡֡֡	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֡֓֓֓֓֡֓֓֡֓֡	1035	119	172.	746	400	.833	.187	.062
3	5	•	, 4						7.1		•076
K Z	3		•	126	000	4060 461	0000	8899	79 79	6547	6455
		Ä	•	. 225	. 5	530	177	760		154	2117
9		8	•	-962	.95	996°	.957	.959	946	966	935
AXK AXK		2.0342 0.0485	2.45%0 0.0400	0.0212	1.2534	4.5674	4.4033	2.7383	1.7993	1.1185	1.6431
a	2		•							7	.
E ×	<u>.</u>	6E0°	6611	3003 005	313 02	2878	2900	3133	2656	2978	2900
AVE Y		.481	.072	.452	.13	345	.842	488	.219	. 299	.548
× 918		.223	.227	.230	•22	. 203	.232	.227	.223	.230	.229
AXY RXY		0.0543	2.2639 0.0761	1.3253	1.2880	4.2824 0.1623	4.3586	2.6246	1.8281	1.2903	1.9799
1 1 1						701			• 60	10.	*

EDUCATIONAL NINTH GR R	. MODELS PROJECT REGA.	•	ANALYSIS PHASE		GR.9 REGR. R	RG. 1'7 12'12'67	67		12/13/67	PAGE
GROUP WITHIN	:x SET								•	
X VS. Y	-	~	m	•	10	•	•	••	•	10
N 15	4273.		4305.	•	•	437	Ē,	4335	4324	4172
AVE X	-0.0123	6000-0-	-0.0067	-0.0089	-0.6961 5.0723	-0.0085	900	-0.0075	-6.0072	0.0030
Sig x	1.0316	֓֓֓֓֓֓֓֓֓֓֓֓֟֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֓֓֓֡֓֓֓֡֓֡֓֡֓֡֓֡֓֡֓	"	1.0379		6	1.0379	140	1.045	190
S16 Y	2.2294	5	1.2786			63	.742	.870	.166	.998
RXV	-0.0374	9	0.1451		•	-07	.055	.120	•	•023
91 R	177	3267	773	~,	m	36	3287	2733	3115	•
	•	.217	•	•		7	.217	.208	.218	
	•	-077	•	•	•	7	-517	-219	•	•
	•	.165	•	•	•	~ ~	.105	• 105	8 2	•
ANG	0.0041	-0.1180	0.2130	0.0599	-0.0122	0.3006	0.0448	6260*0-	0.0683	0.0260
1 1	28.55	13177.	•	3171	12923.	2945	3	2651	300	2945
×				.03	-0.0451	.028	9	8	.029	.031
	\$	•	•	===	6.3348	.843	.	.223	.303	-567
	ELS.	•		5	0.9692	196.	7	9	976	275
	0.0372	0.0761	0.4422	0.0250	-0.0110	0.6250	0.2099	-0.3156	0.2016	0.2765
2		1 1 1 2 2 7 7	ā	•		4506		2733	3115	305
: >	, ,	4744.0		, ,	, ,		•	5	473	3
		0.0772	•		•	.85		.219	.305	\$5
	•	0.0427	7	•	•	. 23	•	. 842	3	2
P SIC	1.41 4 0.1427	0050-0-	1.5254	0.0095	0.0729	4.3203	-0.1201	0.1642	-0.0728	-0.1065
=	•	13068	~ ~		28	2836		2542	28	2841
: ×	17		7	7	7	. 833		.832	•	
AVE Y	7	•	7	7	673	.75	•	.231	•	0.562
× 918		•	~.) a	<u>.</u> د	.322	•	.325		306
AXA AXA	0.1000	0.0178	0.0229	0.0276	0.3887	0.1001	0.0194	9060-0	9600.0	• •
	e e	13227.	8	322	2972	55	8	2674	3055	2994
	÷.		6.	50.	924	Ş		3	920	.052
AVE V	1.5002	1.0504	1.0648	1.0549	1.0698	2040-1	1.0590	1.05159	1.0665	1.0623
	"	•	, m	2	284	M _e	, ,	. 628	.297	.013
~		•	9	. 10	.015	80	•	.026	.076	160.
N 21	8	32	31	328	(17)	305	3287	2733	13115	3054
AVE X	•	•	•	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֡֓֡֓֓֡֓֓֡֓	•		101.	250	205	5407
SIGX		7 6	, e	7 88°	• •	88	980	.870	.882	898
SIG Y		2.2610	1.3254	1.2906	4.2804	4.3503	2.6350	1.8241	1.2864	2.0100
KAY	•	2	7	9	•	9	700.	6633		. 067

ANALYSIS PHASE

EDUCATIONAL HOBELS PROJECT HINTH GR REGA. GROUP WITHIN SET

13504. 13287. 13157. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13	x vs. v	-	~	FT)	•	S	•	_	60		•
NWE X		-									ı
NE No. 1.4979 0.4594 0.4594 0.1597 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594 0.4594	: > Y	7	7	ה ה	326	E0E	3054	3287	m		115
NE N N N N N N N N N	3	•	•	. ב	ני	6. 15	.155	. 159	.161	7	.153
NYE X 19900 0-5512 0-5524 0-5584 0-5584 0-5512 0-6504 0-5512 0-6504 0-5512 0-5512 0-5512 0-6504 0-5512 0-5512 0-5512 0-5512 0-6512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5512 0-5	3 5	•	•		•12	.33	-859	-517	-219		205
NE	3	•		į	.95	.95	.959	.958	957		90
NE N	1	•	•	.32	.23	.28	.350	635	428	•	286
NWE X 23 13064. 13287. 13157. 13287. 13287. 13287. 1588			•	.23	.04	-1	0.2713	0.0114	-0.1723		
NVE X	1 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	706	•				1) 		
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70	13054. -1.1400 0.5676 2.1080 2.0100	13054. -0.3645 0.5676 0.9540 2.0100	0 W W H O O O O O O O O O O O O O O O O O	4444 4444 4444 4444 4444 4444 4444 4444 4444	0.9939 2.9100 0.0575 0.5676 0.3483 2.0100 0.0034
σ	13115. -1.1486 -0.3055 2.1335 1.2864 0.0042	13115. -0.3701 -0.3055 0.9582 1.2864 -0.0390	13115. -0.5714 -0.3055 1.1272 1.2864 0.0639 -0.4944 -0.3055 1.1501 1.2864		10.4055 10.2864 0.0162 0.0162 0.0163 0.0055 0.0055 0.0064
80	12733. -1.0977 0.2193 2.0163 1.8241 -0.2014	12733. -0.3468 0.2193 0.9030 1.8241	12733. 0.5153 0.2193 1.8241 -0.1465 0.2193 1.6373 1.6373 1.6373	2733 -2427 -219 -219 -824 -160 -160 -287	0.2193 0.0611 0.065 0.0005 0.2193 0.3434 1.8241 0.1966
•	13287. -1.1534 0.5172 2.1329 2.6350 -0.1106	13287. -0.3723 0.5172 0.9563 2.6350	13287. -0.5785 0.5172 1.1276 2.6350 0.0392 1.1477 2.6350	3287 -5170 -5171 -319 -3287 -295	0.5172 0.9886 2.6350 0.0294 13287. -0.1050 0.3486 2.6350 0.0405
•	13054. -1.1602 1.8591 2.1490 4.3503	13054. -0.3750 1.8591 0.9619 4.3503	13054. 1.8591 1.1346 0.2498 0.2498 1.8591 1.1542 0.0425	41646 41646 41646 41646 4646 4646 4646	1.8591 0.9966 0.1053 0.1062 1.8591 0.3502 4.3503
'n	13032. -1.1409 6.3380 2.1026 4.2804	13032. -0.3718 6.3380 0.9555 4.2804	13032. 6.3380 1.1326 4.2804 -0.0294 13032. 6.3380 1.1482 4.2804 0.0608		6.3380 0.9968 4.2804 0.1078 13032. -0.1040 6.3380 0.3483 4.2804
•	13287. -1.1584 0.1207 2.1329 1.2906 0.0383	13287. -0.3723 0.1207 0.9563 1.2906	13267. -0.5785 0.1207 1.1276 1.2906 0.0354 0.1207 1.1477 1.2906 0.0238	328 -1120 -1200 -1200 -1200 -1200 -1200 -1200	0.1207 0.9886 1.2906 0.0141 13287. 0.1207 0.3486 1.2906
m	13157. -1.1578 -4.508 2.1374 1.3254 0.0133	13157. -0.3740 0.4508 0.9585 1.3254	13157 0.4508 1.1284 1.3254 0.1786 0.4508 1.1509 1.3254 0.0150	14. 14. 14. 14. 14. 14. 14. 14. 14. 14.	0.4508 0.9931 1.3254 0.1324 0.1324 0.4508 0.3478 1.3254
8	13287. -1.1534 0.6772 2.2510 -2.2610	13287. -0.3723 0.0772 0.9563 2.2610	13287. -0.5785 0.0772 1.1276 2.2610 0.0206 0.0772 1.1477 2.2610	2004 	0.0772 0.9866 2.2610 -0.0030 13287. -0.1050 0.3486 2.2610
Jane	13064. -1.1496 1.4979 2.51186 2.5186 0.0628	13064. -0.3677 1.4979 0.9554 1.9186	13064. 1.4979 1.1288 1.9186 0.1199 1.4979 1.1483 1.9186 0.1025	4464. .9464. .920. .910. .906.	1.4949 0.9930 1.9186 0.0836 0.0836 1.4979 0.3489 1.9186 0.1554
X VS. Y	AVE X AVE X SIG X RXY	AVE X AVE Y SIG X SIG Y	AVE X SIG X	mwaax M	AVE

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01	13054. -0.1254. 0.5676 0.8694	13054. -0.0629 0.5676 0.4998 2.0100	13054. -0.1537 0.5676 0.4204 2.0100
6	13115. -0.1300 -0.3055 0.8762 1.28c4	13115. -0.0634 -0.3055 0.4992 1.2864	13115. -0.1538 -0.3055 0.4200 1.2864
20	12733. -0.1073 0.2193 0.8604 1.8241	12733. -0.0588 0.2193 0.4749 1.8241	12733. -0.1508 0.2193 0.3896 1.6241
-	13287. -0.1317 0.5172 0.8768 2.6350	13287. -0.0626 0.5172 0.4978 2.6350	13287. -0.1547 0.5172 0.4192 2.6350
vo	13054. -0.1374 1.8591 0.8799 4.3503	13054. -0.0661 1.8591 0.5007 4.3503	13054. -0.1558 1.8591 0.4223 4.3503
v	13032. -0.1275 6.3380 0.8728 4.2804	13032. -0.0653 6.5380 0.4998 4.2804	12032. -0.1553 6.3380 0.4219 4.2804 0.1082
4	13287. -0.1317 0.1207 0.8768 1.2906 0.1394	13287. -0.0626 0.1207 0.4978 1.2906	13287. -0.1547 0.1207 0.4192 1.2906 0.0389
m	13157. -0.1337 0.4508 0.8786 1.3254 0.0586	13157. -0.0647 0.4508 0.4989 1.3254 -0.1612	13157; -0.1545 0.4508 0.4210 1.3254 0.1052
N	13267. -0.1317 0.0772 0.8768 2.2610	13287. -0.0626 0.0772 0.4978 2.2610 -0.0128	13287. -0.1547 0.0772 0.4192 2.2610 -0.0112
-	13064. -0.1254 1.\$979 0.8732 1.9186	13064. -0.0616 1.4979 0.4942 1.9186 0.0421	13064. -0.1534 1.4979 0.4204 1.9186 0.1414
× vs. ×	AVE X AVE X SIG X SIG X X AXX	AVE AVE SIG X X X X X X X X X X X X X X X X X X X	AVE X AVE X SIG X SIG X RXY

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50	400	.05	.922	•068	.035	3227	.082	.051	.258	1.0599	•	3097	0.4380	.054	.313	•00•	• 066	13227.	.120	.051	1.2934	.059	• 105	972	.322	0.0548	.284	• 90	.015	2994	1.8403	.054	.347	.068	980•	3227	.520	.051	2.6405	.059	• 024
61	845	0.8337	.924	.323	.100	3068	.063	. 836	-267	0.3229		2972	0.4363	. 838	.320	.321	.022	3068	104	.836	1.2884	.322	.027	2814	.308	0.6381	.286	.323	.388	2836	1.7983	.833	.336	.322	.100	3068	.509	.836	2.6404	.322	•10•
91	13064.	0.4638	.918	.847	.142	3287	-077	.467	.261	0.8427	•	3157	0.4508	.469	.325	833	. 183	3287	.120	.467	1.2906	.842	8	3032	.338	0.4765	.280	.841	•072	3054		464	.350	.847	•110	3287	.517	.467	2.6350	.842	.120
11	12954.	-0.0345	1.9256	0.9733	0.0372	(1)	•	•	•	0.9778	•		0.4485	•	•	•	•	3177	.111	.037	1.2875	.977	• 022	2	E.	-0.0491	7	ç	9	2945	1.8430	.028	355	.981	.625	m	•	•	2.6355	•	•
91	13064.	-0.2130	1.9186	1.1081	0.0641	287	-07	.217	.261	1.1056	•	15157.	0.4508	-0.2119	1.3254	1.1025	0.2130	m	•	•	1.2906	•	•	9	.33	-0.2125	2	6	e	m	1.8591	•	4.3503	•	•	13287.	•	•	2.6350	•	•
13	4273.	-0.0123	2.2294	1.0316	-0.0374	•	•	•	•	1.0379	•	4305.	-0.1900	•	•	•	•	4387.	•	•	1.2830	•	•	4284.	•	-0.0061	•	•	•	375	-1.0102	800	.635	. 039	.070	4387.	.380	• 008	2.7423	.037	• 055
*	12910.	6	.915	.225	•054	3133	.072	•020	.263	1.2275		3003	0.4528	.025	.325	.230	.031	3133	.136	•029	1.2880	.227	•075	~	¥.	-0.0174	•28	25	•16	290	1.8425	•05	.35	•23	-10	ന	.486	.029	2.6246	.227	•039
13	6522	0.0988	.034	.903	.048	668	.27	=		0.9594	5	•	0.2251	7	1.2438		0	6688.	9	==	1.2534	• 95	6	S	ň	0.1266	'n	5	•	6550.	•	0.1160	7	5	•	6688.	.030	.132	2.7383	.959	038
21	10224.		•	•	•	0418	30.	.123	.320	1.2031		8	0.3158	7	7			9140	.105	.123	1.2045	.203	.115	0240	.176	0.1313	.271	-183	.238	0	1.3237	•	•	•	•	2	.53	.12	2.6840	25	8
. 11	13064.	0.1176	1.9186	1.5007	0.0437	m	•	•	•	1.5244	•	319	0.4508	.12			Ö	32	7	7	1.2906	ņ	•	30	E.	0.1201	7	,	9	30	1.8591	=	ů,	ij	7	13287.	•	_	2.6350	m	0
>	-					8						m						•						•						•						~					
x vs.	X 274	AVE Y	2	2	XX X		AVE X	3	2	> 918	Ç		AVE X			2	RXY	2	¥	¥	216 x	9	2		٣	AVE V	9	9	XX	Z	A'VE X	AVE Y	9	2	RXY		7	7	S16 X	9	RXY

ANALYSIS PHASE	
•	
EDUCATIONAL HODELS PROJECT NINTH GR RESA.	
HODELS Jega.	ROUP HITHIN SET
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20	12674. 0.2189 0.0400 1.8282 1.0531 0.0261	13055. -0.3102 0.0541 1.2871 1.0665	12994. 0.5726 0.0521 2.0132 1.0623	13227. 0.1137. 0.05197. 1.5180 1.0599 0.0358. 0.1058 1.2044	
19	12542. 0.2317 0.8320 1.8189 0.3253	12896. -0.3022 0.8416 1.2908 0.3023	12841. 0.5622 0.8416 2.0153 0.3088	13068. 0.1313 0.8369 1.5344 0.3229 0.3229 0.1267 0.8560 1.2012	0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.000 0.
18	12733. 0.2193 0.4618 1.8241 0.8427	13115. -0.3055 0.4734 1.2864 0.8409	13054. 0.5676 0.4655 2.0100 0.8458	13287. 0.1249 0.4676 1.5244 0.8427 10418 0.1234 0.5058 1.2031	959 959 959 959 959 959 957 957 957 957
11	12651. 0.2236 -0.0686 1.8272 0.9646	13005. -0.3035 -0.0294 1.2898 0.9764	12945. 0.5679 -0.0315 2.0016 0.9757	13177. 0.1271 1.5302 0.9778 -0.1586 10374. 0.1193	• • • • • • • • • • •
16	12733. 0.2193 -0.2083 1.8241 1.1054	13115. -0.3055 -0.2181 1.2864 1.1064 0.0683	13054. 0.5676 -0.2055 2.0100 1.0980	13287. 0°1249 -0°2170 1°5244 1°1056 -0°0624 10418. 0°1234 0°1234 1°2031	
15	4335. 1.0310 -0.0075 1.8706 1.0441	4324. -0.4271 -0.6072 1.1663 1.0455	4172. 0.1817 -0.0030 1.9988 1.0640	4387. 0.6618 -0.0089 2.0936 1.0379 0.2095 -0.0933 -0.0602 1.1489	3588 3588 3050 3050 3050 3050 3050 3050
*1	12656. 0.2193 -0.0363 1.8281 1.2233	12978. -0.2999 -0.0288 1.2903 1.2302	12900. 0.5481 -0.0344 1.9799 1.2293	13133. 0.1305 -0.0298 1.5320 1.2275 -0.0785 0.1218 -0.0656 1.2069	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
13	6262. 0.7890 0.1678 1.7993 0.9469	6547. -0.4515 0.1340 0.1165 0.9662	6455. 0.2814 0.1124 1.8431 0.9353	6688. 0.4511 0.1329 1.8460 0.9594 -0.0892 5662. 0.0142 0.1337 1.2281 0.9901	
12	9905. 0.4866 0.1129 1.8338 1.2114 0.1429	10318. -0.4090 0.1384 1.1872 1.1815	10191. 0.5203 0.1411 2.0625 1.1960	10418. 0.1755 0.1234 1.5482 1.2031 0.1234 0.1234 1.2031	2562 -014 -014 -014 -028 -028 -028 -028 -028 -028 -028 -028
n	12733. 0.2193 0.1362 1.8241 1.5408 0.1654	13115. -0.3055 0.1266 1.2864 1.5329 0.1784	13054. 0.5676 0.1258 2.0100 1.5333	13287. 0.1249 0.1249 1.5244 1.0000 0.1234 0.1234 1.2631 1.5482	666 646 646 646 646 646 646 646 646 646
X VS. Y	AVE X AVE X SIG X AVE X AVE X	AVE X AVE X SIG X SIG X RXY	AVE X AVE X SIG X SIG X SIG X	AVE X SIG X SIG X AVE X SIG X	AVE X 13 SIG X SIG X AVE X SIG X AVE X AVE X SIG

EDUCATIONAL NINTH GR	~	. MOCELS PROJECT REGR.	•	ANALYSIS PHASE		GR.9 REGR.	RG. 117 12112	12.67		12/13/67	PAGE 17
GROUP	WITHIR	SET						مهم مدر . ع			,
X VS	>	11	12	13	*	15	91	11	18	61	20
	21	•	3837	358	4375.	4387.		4370.	4387.	4375.	4381.
AVE X		-0-0089	•	0	-0.0086	-0.0089	8	•	000	.008	80
		1.0379		20.	916.	•	.380	•	.513	.743	.071
2		2.0936	4 60	5	1.3504	• (200	00400	160.	•039	960.
RXY		0.2096	•034	9	.037	1.0000	972		-0.0592	0.0412	1.2288
Z	16	32	0418		•	4387.	3287	7	2267	3705	
3		7			21	` e	217	• •	7070	0000	777
7		7	.12	===	.02		21	•	7	45.00	717
216 X		1.1056	1.1616	1.1368	1.1081	1.0938	1.1056	1.1082	1-1056	32	201
9		ů.	•20	6	.22	•	.10	5	.842	322	059
RXY		9	.031	•	80	•	• 000	~	100	.018	-0.0783
*	11	31	10374.	6670.	303	4370.	3177	3177	3177	2986	2117
3		7	•	~	6	-0.4908	.037	37	037	050	020
AVE Y		0.1271			.02	9	-0.2232	•	0.4746	0.8367	0.0538
٤:	4	ج ا	2068-0	0.9176	0.9795	0.7968	216.	0.9778	.977	696	976
3.		ů.	•	٠,	.23	•	. 168	.9TT	.840	.323	.064
274		•	•	9	.03	•	•159	.	.093	.023	.020
Z	91	3287	5	6688.	3133	•	328		7287	3068	2227
AVEX		•	5	÷	170	.51	46		167	474	726
AVE Y		7	7	=	.029	9	.21	•	167	.836	.051
× 910		, r		E e	.845	. 6	8.	•	.842	.833	.838
AXA			0.0182	-0.0103	1.22.73 -0.0173	1.0379 -0-050	960a-1	0.9778	0.8427	0.3229	9
)				9	3	•		0,075	080.
2 :	61	9	7	9640	2914	4375	89	986	3068.	13068	3009
× 240 ×		•	7	.621	.836	0.743	.836	.836	.836	.836	.837
N SIG		•		161.	.033 455	900	•224	.050	+14	.836	.055
× 918		1.5344	1.2012	0.9592	1.2307	1.0394	1,1099	323 960	525.	.322	. 323
AXY		•	9	160.	.179	.041	.011	-0.0233	0.0750	1.0000	1980°0- 1986°1
	20	322	•	6628.	3073	4381.	7227	2117	2227	0000	
		•05	•	.167	038	. 0	.051	053		055	722
AVE Y		0.1137	0.1179	0.1332	•05	-0.0087	-0.2120	9	*	0.8371	0.0519
		ë	•	.326	440	7	•050	1.0641		.068	.059
•		֡֓֞֜֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֡֓֓֡֓֓֓֡֓	•	.963	6230	9	105	.979	.838	.323	.059
4		5	•	.027	•042	7	.078	-0.0205	080	• 096	• 000
2 :	21	32		999	13133.	5	3287	3177	3287	68	3227
AVEX		Ţ.	42	462	•46	.343	.461	.467	.461	.461	.461
SIGX		0.8802	0.8953	0.1329	-0.0298 0.8834	-0.0089	.217	-0.0371	1940	.836	.051
> 918		Š	20	956		7 KO	. 880 105	8/8	388.	. 885	.882
RXY		0	.12	164	.16	.090	-0.2480	-0.0124	0.0316	0.3229	1.0599
							 - 				

一十つのつ

20	13227. -0.1653 0.0519 0.9563 1.0599 0.0428	13227. 0.5088 0.0519 1.2280 1.0599		13227. -0.0329 0.9723 1.0599 -0.0184 13227. -0.0910	.053 .053 .053 .052 .052 .050
19	13068- -0.1535 0.5269 0.9604 0.3229	13068. 0.6872 0.6369 1.1564 0.3229		13068. -0.0454 0.9738 0.3229 -0.0386 -0.0974 0.8369	.052 .059 .059 .429 .837 .321
18	13287. -0.1592 0.4676 0.9584 0.8427	13287. 0.5128 0.4676 1.2267 0.8427	13287 -0.2987 0.4676 1.0555 0.8427 0.1514 13259 -0.4679 0.9339 0.9434	13287. -0.0381. 0.4676 0.8427 -0.0756 13287. -0.0916 0.4676	
11	13177. -0.1637 -0.0371 0.9569 0.9778	13177. 0.5028 -0.0371 1.2128 0.9778	13177. -0.3022 -0.0371 1.0554 0.9778 -0.1016 0.9348 0.9316 0.9316	00000000000000000000000000000000000000	.977 .121 .430 .629 .629
16	13287. -0.1592 -0.2170 0.9584 1,1056	13287. 0.5128 -0.2170 1.2267 1.1056	13267. -0.2987 -0.2170 1.0555 0.2987 -0.2471 -0.2471 -0.939 0.939	13287. -0.0381. 0.9732 1.1056 0.2051 13287. -0.0916	.105 .091 .091 .216 .216 .106
15	4367. -0.468 -0.0089 0.80%7 1.0379	4387. 0.0318 -0.0089 0.9623 1.0379	4367. -0.3717 -0.0089 1.2146 1.0379 0.0466 -0.0087 0.9532 1.0379	4387. 0.0759 0.0598 1.0379 -0.1531 4387. -0.0069	.037 .087 .372 .088 .039
14	13133. -0.1659 -0.0298 0.9561 1.2275 0.0942	13133. 0.5062 -0.0298 1.2148 1.2275	13133. -0.2980 -0.0298 1.0579 1.2275 0.1356 -0.2397 -0.0313 0.9369	13133. -0.0379 -0.0298 0.9754 1.2275 0.0330 -0.0929 -0.0298	.100 .100 .430 .630 .630
13	6688. -0.2544 0.1329 0.9197 0.1857	6686. 0.4143 0.1329 1.3931 0.9594 -0.0464	6688. -0.3263 0.1329 0.0594 -0.0384 -0.2713 0.9236 0.9236	6688. 0.0254 0.1329 0.9594 0.1376 0.1329 0.1329	0 1 0 4 1 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0
12	10418. -0.2498 0.1234 0.9218 1.2031	10418. 0.4483 0.1234 1.2495 1.2031	10418. -0.3305 0.1234 1.0885 1.2031 0.0721 0.1255 0.9002 1.2041	10418. 0.0475 0.1234 0.9686 1.2031 0.0453 0.1234 0.1234	.203 .0099 .439 .403 .209
11	13287. -0.1592 0.1249 0.9584 1.5244	13287. 0.5128 0.1249 1.2267 1.5244 -0.1025	13287. -0.2987 0.1249 1.9555 1.5244 -0.1278 0.1259. 0.9339 1.4987	13287. -0.0381 0.1249 0.9732 1.5244 0.0027 0.1249	
x vs. v	AVE X 22 AVE Y SIG X SIG Y	AVE X 23 SIG X SIG X RXV	AVE AXE SIG AX	AVE X 26 X 26 X 26 X X X X X X X X X X X X	

EDUCATIONAL NINTH GR R. GROUP WITHIN	REGR.	•	ANALYSIS PHASE		gr'9 regr. r	16. 107 12.12	. 19.		12/13/67	PAGE 19
x vs. v	11	21	13	*	15	91	17.	81	19	50
N 29	13287.		6688	13133.	4387	3267	13177.	~ □	13068.	77
AVE Y	-	0.1234	0.1329	-15	-0.0089	-6.2170	•	9	• •	9
S16 x	9	110	.023	-024	-012	.022	9	-022	.021	.020
RXY	70	338	.032	- 40	924	.067	~~	8	.035	900
200	N	5	•	3133	- 60	3287	3	287	3068	3227
AVE X			-0.1238	0	-0.2900	0			-0.0314	-0.0219
AVE V	7	7	7	\$ 5 C	.	750	70	2 4	000	100
S16 Y	1.5244	7	, UV	.227		105	0.5778	0.6427	325	9
N. W.	7	7	9	•073	9	.138	7	. 132	400°	•016
	13287.	9419	8	3133	(F)	3287	103	3207	3068	3227
AVE X	0	-0-004	Ř	-0.0867	0.688	6	-0.0784	-0.0751	-0.0670	-0.0689
	0.1249	.123	26	670-		-217	•	794.	683	-051
2 2	• •	707 ·	2 7	227		105		5	322	050
Z		. OTS	003	90.		.121		.083	010	.021
32	32	2		3133	387	3287	m	3287	3068	322
VE X	ů.	7	ET V 1	6.578	0.566	0.582	•	-582	. 595	8,
AVE V	9-1269	0-1234	0.1329 1.8724	-0.0298	-0.0059	-0.2170	-0,0371	0.4676	0.8369	0.0519
2	ŗņ	7	75	.227	.037	105	• •	.842	.322	9
4	~	7		.099	.277	.089	•	.142	• 000	.03
N 33	- 67	9	3	3133	387	3287	3177	3287	3068	3227
AVEX	•	9	7	.019	-147	970	-019	10:	960	.005
× 910	1.5717	1.5914	1.5133	1.5734	1.4333	717.0 717.0	1.5739	1.5717	1.5659	1.5563
SIG Y	•	•	5	.227	.037	.105	.977	.842	.322	.059
ZX.	•	•	ě	.073	.300	502 -	• 016	.058	• 068	.017
	(7)	10418.	3	3133	4387	3287	177	3287	306	22
۳ :	•	.378		282	. 819	-283	.285	.263	25	87
	•	241	7	218		712	.03 <i>(</i>	135.	22	22
2	1.524	1.2031	0.9594	1.2275	1.0379	1.1056	0.9778	0.8427	0.3229	1.0599
	•	•03	9	.145	. 154	.162	.278	•070	9	9
	13287.	9116	3	13133	185	13287	3177	3287	3068	3227
	• (124	ר ה	216		-51¢	750	744	. 414 . A26	9517
	•	990	9	1.087	926	1.090	.081	9	.088	060
> 518 ×	1.5244	1.2031	0.9594	1.2275	1.0379	1.1056	0.9778	0.8427	0.3229	1.0599
2	•		•	250	C 12	. 175	162.	110.	500	

EDUCATIONAL NINTH GR	L MODELS PROJECT REGR.	•	ANALYSIS PHASE		GR*9 REGR. R	6. 1.7 12	12.67		12/13/67	PAGE 20
GROWP WITHIN	N SET									,
X VS. Y		12	13	14	15	91	11	19	19	20
N 36	13287.	9110	6688.	13133.	(1)	3287	13177.	287	3068	3227
AVE X	-0.1657	-0.2465	-0.2366	-0.1568 -0.0208	-0,3867	-0.1657	-0.1647	-0.1657	-0.1761	-0.1676
	0.5491	4696-0	0.9573	96460	9	- ~	1760-0-	0.4010	958	-051
2	1.5244	1.2031	0.9594	1.2275	. 0	105		842	322	
RXV	-0.0310	0.0557	0.0328	0.0461	4)	. 233	•	.015	039	116
N 37	13287.	10418.	6688.	13133.	4387.	328	77	3287	30	141
3	•	0.0458	0.0701	9	0.0378	10 °	•	90.		
AVE Y	0.1249	0.1234	0.1329	7	-0°0000	12.	-0.0371	.467		•
3 2	•	1,2031	404.0 6.0504	֓֞֜֝֟֜֜֝֓֓֓֟֝֜֟֝֓֓֓֟֜֟֜֜֟֜֜֟֜֓֓֓֓֓֓֟֜֜֜֓֓֓֓֡֡֜֜֡֓֡֓֡֓֡֡֡֡֡֡֡	0.7781	۶.	•	. 769	•	•
RIV	0.0315	-0.030	-0.0924	-0.0493	0.2084	-0.1154	-0.1299	0.0951	0.0488	0.0657
%	13267.	10418.	6682.	13133.	4387.	328	•	2287	5	•
KK	-0.2622	-0.32%	-0.3974	-0.2744	-0-4758	-0.2622	-0.2680	262	273	u d
7	0.1249	P. 1234	0.1329	-0.0298		21	ó	.467	136	9.
× 910	0.7505	0.7025	0.7170	0.7412	0.6115	0.7505	0.7468	0.7505	0.7455	0.7508
<u>u</u>	1.5244	1.2031	0.9594	1.2275	•	9	•	.842	.322	8
244	6011-31	0	£110.0-	16/110	•	9	•	000	.017	٠
	m	10418.	. 6688	13133.	£387.	3287	m	3287	3068	•
٣!		-0.4073	7	•	•	.429		.429	.420	
AVE 7	0-1249	0-1234	0.1329	-0.0298	6000-0 -	-0.2170	-0.0371	.467	.836	•
֡֟֝֟֝֟֝֟֝֟֝֓֓֓֓֟֝֟֝֓֓֓֓֓֟֝֓֓֓֓֓֓֓֓֓֟֝֓֓֓֓֓֡֡֝֡֡֡֡֝֓֡֡֝֡֡֡֡֝֡֡֡֡֡֡֝֓֡֡֡֡֝֡֡֡֡֡֡		1.2031	7		• (707	•	(0)	56	
RXV	•	-0.0731			•	191	-0.3384	0.1285	-0.0695	-0.0013
2	13287.	10418.	,668	13133.	4387.		•	7365	306	•
AVE X	•	-0.1916	7	-0.1056			, .		112	-0-1121
A 4 6 4	0.1249	0.1234	~ (-0.0298		•	•	167	.836	S
2 2	•	1.00.1	- 0	1.0109	•	•	•	-013	•013	9
AXA	-0.0210	0.1060	• •	0.1570	0.1058	1.503e 0.3354	-0.0043	0.8427 -0.0391	0.3229	1.054 1.00-
14 **	35	Z	6688.	13133.	4387.	32	3177	3287	3068	171
	ġ,	ė.	-	٦	•	•	3	.038	.047	
AVE V	0.1299	0.1234	6261-0	-0.0298	•	7	560.	-467	.836	•
		֓֞֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֓֓֡֓֓֡	ם פ		•	•	0	20.	.20.	•
-		! ?		-0.0254	0.0979	0.1183	0.2977	-0.1672	0.0569	1.0593 -0.0953
N 45	13267.	10410.	6688.	77	387	3287	5177	3287	3068	
AVEX	0.3063	0.3271	0.3663	•	.439	306	306	.306	.310	309
AVE V SIG X	0.1249	0-1234	0.1329	•	609	.217	.037	1940	-836	.051
	1.5244	1.2031	0.9594	1.2275	1.0379	1.1056	0.9778	0.8427	0.3229	1069°0 1.05991
RXY	0.1346	-0.0271	-0.0029	•	.033	.007	.255	•10•	.067	.021
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ERIC Fruit text Provided by ERIC

EDUCATIONAL NINTH GR	GRAL M	. MODELS PROJECT REGR.	T - ANALYSIS	YSIS PHASE		GR.9 REGR. R	16. 1.7 12.12	19.		12/13/67	PAGE 21
GROUP W	HITHIN	SET									· .
x VS.	>	=	12	13	*	15	16	11	18	10	20
- 7	£	13287.	10416.	668	13133.	4387	13287.	13177.	13287.	13068.	13227.
AVE Y		0.1249	0.1234		-0.0298	900	2		3		8
\$16 x		0.6908	0.7317	20	0.6939	. 573	690	.691 .77	969	9 "	692 053
SIG Y		1.5244	1.2031 0.0012	0.0453	-0.0220	-0.0022	.022	.085	.030	0	967
2	*	13287	2	•	(4)	38	3287	31	3287	3068	3227
Ä	;	, 7	, m	*	, .	3	.283	~	.283	.291	.289
		7	7	7	-0.0298	-0.0089	-0.2170	-0.0371	0.4676	0.6369	0.0519
9		~"	7	٩·	•		101	֓֡֓֜֜֜֜֜֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֜֓֓֓֓֓֜֓֓֓֡֓֜֓֡֓֜֓֡֓֜֓֡֓֜֜֜֓֡֓֜֡֓֜	847	22E	050
AX AX		-0.0500	-0.0203	0.070		9	320		947	.026	.123
3	7	, (i	7	6688.	7	387	3287	3177	3287	3068	3227
AVE X	}	֚֓֡֜֜֜֜֜֓֓֓֟֜֜֜֜֜֓֓֓֓֟֜֜֜֜֓֓֓֓֓֡֜֜֜֜֓֓֓֓֡֜֜֡֡֡֡֡֡֓֜֡֡֡֡֡֡֡֡	, .	, .	19		.052	640	.052	.049	.050
AVE Y		7	.12	•	9	80.	.217	.037	194.	.836	.051
SIG X		2	5.	•		.475	.598	.50°	.598	.592	. 59 8
> 918		1.5244	1.2031	4666°0	1.2275	1.0379	0.050	8//A 0-0-	-0.0289	-0.0466	0.0463
		•	•	•			b	}		,	
	#	m	3	3	8	4387	3287	E	3207	306	3227
۳!		•	٦,	7	7'		0.119 5.44	7	113	171.	277
AV6 v		4471-0	0.1634	0.1369	0.7989	0.8476	0.7988	0.8016	0.7988	0.8010	0.7986
2		•	7	5		-037	. 105	•	.842	.322	.059
		•	9	7	7	. 139	.325	Ģ	.124	• 035	693
2	11	40	- 2	•	- 67)	8	32	8	3287	3068	3227
	;		7	.33	•	- 36	.		.328	.327	.330
AVE V		0.1249	0.1234	0.1329	-0-0298	-0.0089	-0.2170	-0-0371	0.4670	0.8309	0.0219
		•	,		• (9 (2	, ,	127	.322	050
-			•	5	, .	96.			•074	.083	-027
*	7	, the	3	.0099	3	387	3267	317	3267	3068	3227
AVE X	?	-0.6228		•	9	.310	0.622	.62	-622	.627	.626
AVE V		0.1249	0.1234	0.3329	-0.0298	-0.0089	-0.2170	1786-0- 778E-1	1.3832	0.8369	1.3825
× 910		• •	72	5	7	637	105	6	.842	325	.059
AXA		•	.13	9		-210	.343	.35	-017	•010	°032
*	\$	13287.	3	8	3133	387	32	3177	3287	3068	3227
KE		ů	9	.722	1.530	.617	.	1.539	.537	• 536	540
AVE V		0.1249	0.1234	0.1329	-0.0298 2.6914	900°0-	0.2170-	1750-0-	0.46/0 2.6896	0.8504 2.6553	2.6953
12		'n	200	959	.227	.037	~	.977	.842	.322	.059
		9	10.	600•	.170	• 082	7	•074	•057	•020	.00

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GROUP W

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19	13068. -1.1577 0.8369 2.1166	9068 970 918 918	9068 583 836 107 922	990 990 900 900 900 900 900	3068 • \$\frac{1}{2}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\tilde{0}\t	13068. -0.2994. 0.8369 0.9960 0.329	068 8366 922 952
19	13287. -1.1534 0.4676 2.1329 0.8427	3287 372 467 9567	5287 578 578 127 127 127 104	3287 - 499 - 467 - 167 - 167 - 167	3287 -470 -467 -319 -842 -035	13287. -0.2956 0.4676 0.9886 0.8427	13287. -0.1050 0.4676 0.3486 0.8427
17	13177. -1.1556 -0.0371 2.1406 0.9778	5177 5177 5039 5959	574 574 037 576 576 576	13177. -0.5007 -0.0371 1.1516 0.9778	13177. -0.4746 -0.0371 2.3258 0.9778	13177. -0.2967 -0.0371 0.9926 0.9778	13177. -0.1056 -0.0371 0.3493 0.9778
91	13287. -1.1534 -0.2170 2.1329 1.1056	12 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	3287 5787 217 121 105	13287. -0.4998 -0.2170 1.1477 1.1056 0.1452	132 87 . -0.4708 -0.2170 2.3193 1.1056	13287. -0.2956 -0.2170 0.9886 1.1056	13287. -0.1050 -0.2170 0.3486 1.1056
15	4387. -1.3520 -0.0089 2.5099 1.0379	4387 552 000 172 037	4367 0.825 0.008 1.268 0.139	4387. -0.5976 -0.0089 1.4579 1.0379	4387. -1.2831 -0.0089 2.6971 1.0379	4367. -0.4016 -0.0089 1.3372 1.0379	4387. -0.2188 -0.0089 0.4479 1.0379
*	13133. -1.1464 -0.0298 2.1302	3133 3133 366 366 367 757	3133 -578 -029 -132 -142	13133. -0.4983 -0.0298 1.1498 1.2275	13133. -0.4636 -0.0298 2.3186 1.2275	13133. -0.2973 -0.0298 0.9932 1.2275	13133. -0.1059 -0.0298 0.3503 1.2275 0.1131
13	6688. -1.3299 0.1329 2.4436 0.9594	• • • • •	46.40	6688. -0.5519 0.1329 1.3485 0.9594	6688. -0.9117 0.1329 2.5653 0.9594	6688. -0.3414 0.1329 1.0911 0.9594 0.1071	6688. -0.1591 0.1329 0.3705 0.9594
12	10416. -1.2695 0.1234 2.2084 1.2031	. 145 124 120 110 110	10418. -0.6904 0.1234 1.1070 1.2031	10418. -0.5402 0.1234 1.2931 0.0618	10418. -0.7334 0.1234 2.3749 1.2031 0.1781	10416. -0.3075 0.1234 1.0694 1.2031 0.0223	10418. -0.1341 0.1234 0.3645 1.2031 0.0481
=			132 07. -0.57 0 5 0.1249 1.1276 1.5244	13287. -0.4998 0.1249 1.1477 1.5244 -0.1135	13287. -0.4708 0.1249 2.3193 1.5244 -0.1589	132 07. -0.29 56 0.1249 0.9886 1.5244	132 87 . -0.1050 0.1249 0.3486 1.5244 -0.2753
× 45. ¥	AVE X SO SIG X X SIG X X X X SIG X SIG X X SIG X	AVE X X SIG X X SIG X X X X X X X X X X X X X X X X X X X	AVE X AVE Y SIG X SIG V RXY	AVE X AVE X SIG X SIG V NXV	AVE X X SE SIG X X X X X X X X X X X X X X X X X X X	AVE X AVE Y S16 X S16 V RXY	AVE X AVE X SIG X SIG X X X X X X X X X X X X X X X X X X X

EDUCATIONAL MODELS PROJECT -- NINTH GR REGR.

x 65° X	I	12	13	14	15	16	17	18	19	20
N 57	13287.	10418.	6688.	13133.	4387.	13287.	13177.	13287	13068	13227
AVE X	-0.1317	-0.1951	-0.2471	-0.1285	-0.3131	-0.1317	-0.1356	-0.1317	-0-1338	-0-1330
AVE Y	0.1249	0.1234	0.1329	-0.0298	-0.0089	-0.2170	-0.0371	0.4676	0.8369	0.0519
816 x	0.8768	0.9118	0.9417	0.8758	0.9833	0.8768	0.8792	0.8768	0.8766	0.877
\$16 Y	1.5244	1.2031	0.9594	1.2275	1.0379	1.1056	0.9778	0.8427	0.3229	1.059
AXY	-0.1789	0.1205	0.1194	0.1700	-0.0688	0.3610	-0.0553	-0.0147	0.0775	-0.1065
2	13287.	10418.	6688.	13133.	4397.	13287.	13177.	13287.	13068	13227
AVE X	-0.0626	-0.0541	-0.0769	-0.0619	-0.0443	-0.0626	-0.0633	-0.0626	-0.0593	-0.062
AVE Y	0.1249	0.1234	0.1329	-0.0298	-0.0089	-0.2170	-0.0371	0.4676	0.8369	0.0519
SIG X	0.4978	0.5312	0.5705	0.4998	0.6328	0.4978	0.4996	0.4978	0.4703	0.4989
S16 Y	1.5244	1.2031	0.9594	1.2275	1.0379	1.1056	0.9778	0.8427	0.3229	1.0599
AXY	-0.1985	0.0782	-0.0359	0.0811	-0.0940	-0.0813	-0.1354	0.0919	-0.0174	0.0552
2	13207.	10418.	.0009	13133.	4387.	13287.	13177.	13287	13068.	13227.
AVE X	-0.1547	-0.1825	-0.2066	-0.1551	-0.2277	-0.1567	-0.1559	-0-1547	-0.1531	-0.1555
AVE Y	0.1249	0.1234	0.1329	-0.0298	-0.0089	-0.2170	-0.0371	0.4676	0.8369	0.0519
816 x	0.4192	0.4533	0.4873	0.4210	0.5541	0.4192	0.4202	0.4192	0.3861	0.4194
\$16 Y	1.5244	1.2031	6.9594	1.2275	1.0379	1.1056	0.9778	0.8427	0.3229	1.059
> X	-0.1244	0.0443	-0.001A	0400	-A-0825		6760 0	7000	1000	

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Value Colored Colore	×	5	• •	916	867°	0.237	036	.087	0.433	• 163	0.018
Colored Colo	>	9	•	.211	.055	937	476	517	016	916	916
No. 2 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.0372 0.	RXY	7	•	-217	.125	.086	001	.027	058	043	. 153
March Marc	2	m	3287	3287	3287	3259	7267	•	076		
Colored Colo		•	.077	.077	-077	080	75	יות	7676	3287	3287
Colored Colo		•	.159	.512	.298	247		• •	970	20.	-04
Correct Corr		•	.261	.261	.261	261	. 261	• (264	108	.021
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Volume Volume<	< >	ה ח	j	M (.35	.351	930	.350	346	350	120
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N 7 13267. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287. 13287.				•	9	• 068	.013	.106	.020	.254	242
Y -0.4612 -0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 0.5172 <th></th> <th>32</th> <th>3287</th> <th>3287</th> <th>3287</th> <th>3259</th> <th>3287</th> <th>3287</th> <th>3249</th> <th>7287</th> <th>406</th>		32	3287	3287	3287	3259	3287	3287	3249	7287	406
-0.4612 -0.1592 0.5128 -0.297 -0.2471 -0.0361 -0.0316 -0.4312 0.1666 -0.021 X 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350	< 3	Ů,	-23°	.517	.517	.511	-517	517	504	, LC 2	7601
Y 0.8802 2.6350 2.6344 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350 2.6350	> >	•	.159	.512	.29	.247	.038	0.091	431	168	110
Y 0.0024 0.0114 0.2758 -0.0738 -0.0207 0.05147 0.4276 1.0227 0.956 0.0024 0.0114 0.2758 -0.0738 -0.0158 -0.0207 0.0967 -0.0251 0.1401 0.127	<>	9	.037	635		•634	•635	.635	627	635	579
-0.0127 -0.0251 0.1401 0.127 -0.0207 0.0967 -0.0251 0.1401 0.127	· >		710	9775	200	.933	.973	.514	.427	.022	.956
	•	•	110.	.47	073	.015	020	960	.025	.140	127

ONAL MODELS PROJECT GR REGR.

EDUCATI(NINTH

ITHIN SET

12733-0.2193 -0.0275 1.8241 0.9487 13115. -0.3055 -0.0256 1.2864 5.9566 13054. 0.5676. 0.0525 2.0100 0.9586 13267. 0.1249 -0.0214 1.5244 0.9568 -0.1942 10418-0.1234-0.0436 1.2031 0.9530 6688; 0.1329 -0.1238 0.9594 0.9436 13133. -0.0298 -0.0226 1.2275 0.9605 12733. 0.2193 0.1714 1.8241 1.0274 0.0150 13115--0.3055 0.1593 1.2864 1.0192 0.0076 13287. 0.1249 0.1686 1.5244 1.0227 13054. 0.5676 0.1603 2.0100 1.0232 0.0976 10418. 0.1234 0.1386 1.2031 1.0112 %688. 0.1329 0.1427 0.9594 1.0233 0.0325 13133. 0°1669 1°2275 1°0240 0°1066 12701. 0.2190. -0.4279 1.8260 0.4364 13076--0.3050 -0.4347 1.2879 0.4180 13019. 0.5679 -0.4377 2.0108 0.4095 13249. 0.1262 -0.4312 1.5264 0.4276 10393. 0.1221 -0.4399 1.2038 0.4031 6556. 0.1320 0.9590 0.4637 0.0965 13095. -0.6303 1.2293 0.6300 12733. 0.2193 -0.0969 1.8241 0.5123 13115--0.3055--0.0942 1.2864 0.5164 13054. 0.5676. 0.0921. 2.0100 0.5104 13227. 0-1249. 1-9244 0-9147 10458 0.1234 -0.0842 1.2031 0.5250 -0.0119 6688. 0.1329 -0.1174 0.9594 0.5717 13133. -0.0298 -0.0929 1.2275 0.5159 12733. 0.2193. -0.0437 1.6241 0.9720 13115--0.3055 -0.0281 1.2864 0.9732 -0.9700 13054. 0.5676. 0.0371 2.0100 0.9756 13287 ° 0 · 1349 ° 0 · 6381 1 · 5244 0 · 9732 0 · 0027 10418-0.1234-0.0475-1.2031 0.9686-0.0453 6.0254 0.0254 0.9594 0.1376 13133. -0.0298 -0.0379 1.2275 0.9754 13086. -0.3066 -0.2467 1.2872 0.9333 12705. 0.2185. -0.2266 1.0260 0.9420 13026-0.5679 -0.2485 2.0117 0.9333 13259. 0.1155-0.2471 1.4987 0.9339 10390-0-1255-0-3209 1-2041 0-9002-0-1266 0.1349-0.2713 0.9506 0.9336 13105--0.0313 -0.2397 1.2278 0.9369 12733. 0.2193. -0.2731 1.6241 1.0542 13115. -0.3055 -0.3062 1.2864 1.0572 13054. 0.5676. -0.2923 2.0169 1.0623 13287. 0.1249 -0.2987 1.9244 1.0555 10418-0-1234-0-3365-1,2031 1-0865 0-0721 6646. 0.1329 -0.3263 0.9594 1.0678 13133. -0.0298 -0.2960 1.2275 1.0579 0.1356 12733. 0.2193 0.4701 1.8241 1.1667 13115. -0.3055 0.5141 1.2864 11.230 0.1608 13207. 0.1249 0.5120 1.5244 1.2267 13054. 0.5676 0.5132 2.0100 1.2135 6686. 0.1329 0.4143 0.9594 1.3931 10418. 0.1234 0.4483 1.2031 1.2495 0.0207 13133. -0.0238. 0.5062 1.2233 1.2148 12733. 0.2193. 0.1617 1.8241 0.9576 13115. -0.3055 -0.1537 1.2064 0.9604 0.0191 13054. 0.5676-0.1639 2.0100 0.9568 13267. 0.1249. 1.5244. 0.9984. 0.9984. 100.1294 -0.1294 1.2091 0.9216 0.0454 13133. -0.0298 -0.1659 1.2275 0.9561 0.0942 0.1329 0.2344 0.9544 0.9197 12733. 0.2193. 0.4715 1.6241 0.8706 23115. -0.3033. 1.2004 0.0020 -0.0403 13054. 0.9676. 2.0186 0.0296 0.0297 13287-0-1249-1-5244-0-663 10418-0-1234 0-1234 1-2031 0-8953 -0-1209 13133. -0.0298 -0.4640 1.2275 0.8834 -0.1632 AVE AVE SIG X X X RX X X X

4387. -0.0089 -0.2960 1.0379 0.9704

13287. -0.2170 -0.0214 1.1056 0.9568

13177. -0.0371 -0.0259 0.9778 0.9560

13287. 0.4676. -0.0214 0.8427 0.9568

13068. 0.8369 -0.0314 0.3229 0.9554

13227. 0.0519 -0.0219 1.0599 0.9587

13287。 -0.4612 -0.0214 0.8802 0.9568

EDUCATIONAL NINTH GR	~ ~	. MODELS PROJECT REGR.	- ANALYSIS	SIS PHASE	·	gr•9 regr. r	RG. 1.7 12:12:	.94		12/13/67
GROWP N	MILHIM	. SET								
X V3.	>	72	22	23	54	52	. 26	7.2	28	59
_	51	4387.	4387.	20	4	200	4387	~ □	700	4387
AVE Y		6.9	7	.031	E.	196	.075	36	.372	045
-		9	9	.037	6	.037	.037	.037	039	.037
AXE AXE			0.0019	0.9623 -0.0704	1.2146 6.0466	0.0532	0.9598	0.6219 -0.0870	0.5629 -0.0264	1.0126 -0.0245
Z	91	13287.	(1)	13287	3287	3259	3287	328	3269	3287
AVE X		.2170	•		.217	.216	.217	0.21	.216	.217
AVE Y		-0.4612	-0-1592		298	.247	.038	60.	.431	.166
4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5		•	•	•	. 102	• 100 622	105	֖֚֚֚֚֚֚֚֚֚֚֚֚֚֚֚֡֟֞֟֟֟֟֟֟֟֟֟֟֟֜֟֟֜֜֟֜֜֜֟֜֜	• 10 6	.105
AXA		-0.2480	0.3094	0.079	0.2917	0.0954	0.2051	-0.0915	0.0265	0.0675
	13	(11)	.13177.	3177		3149	3177	<u> </u>	3139	3177
3		•	9	.037	ġ,	.034	0.037	٦	•039	.037
֓֞֝֞֝֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֡֓֓֡֓֓֓֡֓֡֓֡֓֡		•	7 '	205	•	.252	039	7	430	164
< > 3 ± 5 × 5 × 5 × 5 × 5 × 5 × 5 × 5 × 5 × 5		0.8780		1,212	0.47.6	0.9775	J O	77 B	470	776.
			7	. 553		. 055	140	0.1216	0.0142	0.1526
2	=	321	13287.	32	- (7)	3259	m	(4)	3249	3287
5		\$	Ţ'	4	•	-467	•	•	.455	.467
575 × 212		7244.0	-0-1392 0-8427	0.5128	7842-0-	0.2471	0.0381	-0.0316	-0.4312	0.1686
	•		۲,	7		933		• •	427	022
MXA		8	7	7	•	. 023		•	.071	90
2	2	306	M	(4)	306	3040	36	306	3030	3068
~ :		8	3	•	.836	. 834	8	.836	.837	.836
AVE		-0.4015	-0-1585	0.4872	-0.2943	-0.2465	-0.0454	-0.0974	-0.4299	0.1596
, ,,,,,			7		.059	466	, 6	506	176	326
AXY		50	7	•	.029	.164	60	.059	.088	.035
9	20	3227	13227.	227	3227	3199	3227	32	3169	3227
E A		150	Ġ.	.051	.051	.052	150	9	.052	.051
× 918		1.0599	1.0599	1.0599	1.0599	1.0609	1.0599	1,0599	1,0614	0.1636
2		. 882		-228	.054	.931	.972		-428	.020
A X X		-042	9	.067	-042	•119	0	•	• 030	• 006
2 :	23	13207.	13287.		3287	3259	3287	3287	3249	3287
-		•	Ţ	•	196	459	.461	0.461	.463	1940
× 918		0.8802	0.1392	0.8802	0.6802	0.8803	0.8802	-0-091¢ 0-8802	-0.4312 0.8804	0.1686 0.8802
SIG Y		•	6.	•	.055	.933	.973	.514	.427	.022
R X <		•	-0-0296	•	.173	• 040	.150	.592	•023	•028

EDUCATIONAL HOBELS PROJECT -- NINTH GR REGR.
GROWP WITHIN SET

30	13287.	.958	.956	.185	3287	-512	170	927	0.1673	3287	.230	.021	.055	0.2711	3259	.247	019	0.9339	.955	.031	3287	.038	.021	27.5	-0.1176	3287	0.091	.021	.514	-0.0079	2240	•	021	.427	0.9564	• 063
62	13287.	.958 .958	.022	• 100	3287	.512	.168	622	0.1916	3287	.298	. 168	050	1-027	3259	.247	167	0.9339	.023	•018	3287	•038	.168	250	-0.0842	3287	.09	.168	•514 (23)	0.0804	2766	631	.168	.427	1.0234	3
28	13249.	.431 .959	.427	• 033	3249	-509	.431	177	0.0112	3249	.298	.431	.055	0.4270	3220	245	431	0	.428	.007	3249	.037	.431	25.	0.0957	3249	.092	.431	.515	0.0331	0766	13249	0.431	.427		000
. 12	13287.	•		•	(4)	•	•	e .	0.4047	326	5	6	ė	0.2535	13259.		•	0.9339		•	3267	.03	.69	675	-0.0689	328	Ş	6	<u>.</u>	1.0000	726	15249-	0.092	.427	0.5150	.033
56	13267.	.038 .958	.973	• 064	3287	.512	60.	6770	-0.0777	3287	.298	.038	.055	0.0472	259	267	.037	0.9339	.973	.052	3287	.038	.038		1.0000	3287	160.	.038	514	. 0		"	037	.427	0.9735	• 095
52				•	m	•	•	•	-0.0756	3259	• 299	0.247	.056	0.1553	3250	0.247	247	0.9339	666 °	000	m	•		•	-0.0523	m	•	ė	0.5148	0.9339		15261 0-631	245	0.428	0.9344	90.
54	13	NO	9	7	m	•	•	•	-0.1930	320	•29	•29	9	1.6555 1.0000	CE	2	0.2	0.9339	9	- 0	13207.	-0.0381	-0.2987	0.9732	0.0472	13287.	.091	.298	514 514	1.0255		֓֞֞֝֓֞֝֓֞֜֓֓֓֓֓֓֓֓֓֡֓֜֝֓֓֓֡֓֡֓֡֓֡֓֡֓֓֡֓֡֡֡֓֡֓֡֡֡֡֓֡֓֡֡֡֓֡֡	298	.427	1.0553	860*
23	13287.	2	. 7	7	m	•	•	•	1.0000	m	•	•	•	1.2267	•	3		0.9339	~	9	328	E3 •		5	1477-1	Ä	7	•	•	0.4047		15249.		7	1.2215	7
22	13287.	7,7	5		m	•	•	•	0.1804	(17)	•	•	•	0.1228			Ģ	0.9339	5	9	3287	.038	.159		0.0641	m	•	•	•	0.0407	, ,	15249	7	•	•	-0.0330
12	13287.	•		•	328	.51	9	7	0.1794	328	57	9		0.850Z -0.1737	S	,	0	0.9339	7	0	328	.03	4.	.97	-0.1504	328	6	\$	Z:	0.5921		15249.		•	•	0.0237
× 45. ×	N 22 AVE X	5 =	S16 Y	-		3	3	X 918	- AXE	75 H	×××	7		SIG Y	26	; ×	, W	S16 ×	3		32	×	>	S16 X	RXY	N 27	×	AVE V	\$16.X	> DIS		5	AVE Y	12		KXA

M
\mathbf{C}
1
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;6:	. 13287° 13259. 8 -0.5826 -0.5797	.5826 -0.5 .2887 -0.5
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12.12.67	
GR'9 REGR. RG. 1'7 12'12'67	
GR 99	
ANALYSIS PHASE	

30	13287. -0.1657 -0.0214 0.9568 0.1528	13287. 0.0100 -0.0214 0.9568 -0.0105	13287. -0.2622 -0.0214 0.7505 0.9568	2.429 2.429 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165 2.165	-000A	13287. -0.0380 -0.0214 0.6318 0.9568	13287. 0.3063 -0.0214 0.6306 0.9568
53	13287. -0.1657 0.1686 0.9491 1.0227 0.1282	13287. 0.0100 0.1686 0.7695 1.0227 0.0326	3287 .262 .168 .750 .022	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	-0.1116 0.1686 1.0130 1.0227 0.0213	13287. -0.0380 0.1686 0.6318 1.0227 0.2605	13287. 0.3063 0.1686 0.6305 1.0227
28	13249. -0.1645 -0.4312 0.9488 0.4276	13249. 0.0108 -0.4312 0.7699 0.4276	3249 2622 1621 1621 1622 1631	0.4295 0.4295 0.4212 0.0660	26.25	13259. -0.0384 -0.4312 0.6315 -0.04276	13249. 0.3072 -0.4312 0.6297 0.4276
23	13287. -0.1657 -0.0916 0.9491 0.5147	13287. 0.0100 -0.0916 0.7695 0.5147 0.0834	13287. -0.2622 -0.0916 0.7505 0.5147 -0.0398	, , , , , , , , , , , , , , ,		13287. -0.0380 -0.0916 0.6316 0.5147	13287. 0.3063 -0.0916 0.5306 0.5147
5	13287. -0.1657 -0.0381 0.9491 0.9732	13287. 0.0100 -0.0381 0.7695 0.9732 -0.1480	326. 262. 6036. 679. 679. 780.	0.4295 0.7656 0.9732 0.9617	16.00	13287. -0.0360 -0.0361 0.6318 0.0299	132 87. 0.3063 -0.0381 0.6306 0.9732 -0.0022
25	13259. -0.1652 -0.2471 0.9496 0.1222	13259. 0.0102 -0.2471 0.7703 0.9339	256 266 247 249 493 949 949	. 430 . 430 . 433 . 433 . 433	10067	13259. -0.2471 -0.5471 0.9339	13259. 0.3051 -0.2471 0.6307 -0.0239
5 2	13287. -0.1657 -0.2987 0.9491 1.0555	13287. 0.0106 -0.2987 0.7695 1.0555	92. 22. 22. 22. 22. 23.			13247. -0.0360 -0.2967 0.6318 1.0555 -0.1556	13287. 0.3063 -0.2987 0.6306 1.0555 0.1423
23	13287. -0.1657 0.5128 0.9491 1.2267	13287. 0.0100 0.5128 0.7695 1.2267	82.25 G	148258 V	6.1116 9.5128 1.0130 1.2267 -0.0308	132 67. -0.03 60 0.512 8 0.631 8 1.22 67 0.31 6	132 87 . 0.3063 0.5128 0.6306 1.2267
22	13287. -0.1657 -0.1592 0.9584 0.2220	13287. 0.0100 -0.1592 0.7695 0.9584	25.17.61	24. 24. 26. 26. 26.		13267. -0.0367. -0.1592 0.9584 0.0954	13287. 0.3053 -0.1592 0.6306 0.9584
21	13287. -0.1657 -0.4612 0.9491 0.8802	13287. 0.0100 -0.4612 0.7695 0.0802			7000	13267. -0.0360 -0.4612 0.6318 0.802	13287. 0.3063 -0.4612 0.6306 0.8802 -0.1171
X VS. V	AVE X AVE X SIG X X XX	AVE X AVE Y SIG X SIG V	AVE X AND SIG X A X X X X X X X X X X X X X X X X X	AVE	AVE X SIG X SIG X SIG X X X X X X X X X X X X X X X X X X X	AVE X AVE Y SIG X SIG 4	AVE X AVE X SIG X SIG Y RXY

EDUCATIONAL HODELS PROJECT NINTH GR REGR. GROUP WITHIN SET

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EDUCATIONAL NINTH GR A	L MOBELS PROJECT REGA.		ANALYSIS PHASE		GR.9 REGR. R	RG. 1·7 12·12·67	.67		12/13/67	PAGE 30	
GROUP WITHIN	25.2										
x vs. v	22	22	23	56	52	36	22	28	29	30	
E + 3	13267.	13287.	13267.	13287.	13259.	13267.	13287.	13249.	13287.	13287.	
AVE X	0.1100	7	7 4			93	: 9	431	168	021	
SIGX		5	690	69	169	969	8	169	999	.690	
S16 Y		5	.226	.055	.933	.973	.514	.427	-022	926	
AXY	.079	9	.067	•079	.017	-00	•02	• 005	•032	•077	
\$ 2	3287	32	3287	328	3259	3287	32	3249	3287	3287	
	. 283	7	.283	-28	.283	0.283	7	286	.283	0.283	
	3.	7	.512	5	.247	.038	9	431	168	170	
	75.	-	726	5	.755	154	7	.752	124	424	
P JES	-0.2440	0.2872	0.3052	0.0175	0.1426	+900°0-	-9.0101	-0.0477	0.3172	0.1246	
3		2	1267	328	4250	7227	3287	3249	3287	3287	
CT X DAY			25		650	052	052	.052	.052	.052	
AVE Y		7	512	ž	247	.038	160.	431	.168	.021	
X 915	•		.53	5	. 599	.591	.598	.598	.598	.598	
S16 Y	0.8802	0.9584	1.2267	1.0555	0.9333	0.9732	0.5147	0.4276	1.0227	0.9568	
> X &		9	3	5	• 002	180	6	700.	•	• # 36	
z \$	3287	3207	3287	3287	32	3287	3267	3249	3287	3287	
AVE X	.119	-119	•119	0.319	3	.119	.119		611-	9119	
AVE ~	100	151 O	716	7	7			707	798	198	
× 916 × 918	0.802	0.9584	1.2267	1.0555	0.4339	0.9732	0.5147	0.4276	1.0227	0.9560	
AXA	.254	161.	.002	.267	7	.176	.17\$.002	•018	.203	
14 H	3287	328	328	3287	m	3287	44	3209	3267	3287	
X 3A	.328	.32	.32	.328	•	.3249	•	.322	.328	.328	
7	3		0.5128	-0.2937	ö	0.034	ġ c	2164-0-	0.1686	-0-0214 0-7959	
-	7				• (670	•	427	022	926	
AXX	-0.0256	10	•	.263		8		.042	.057	100	
2	3287	8	3207	328	13259	13287		13249	3287	E (
7	-622	•	779	79-0	D79-	729-0	j	110.0	770-	֭֓֞֞֟֓֓֓֓֓֟֓֓֓֓֓֓֓֓֓֓֟֓֓֓֓֓֓֡֓֡֓֡֓֓֓֓֡֓֡֓֡֓֡֓֡֡֡֓֡֓֡֡֡֓֡֡֡֡֡	
AVE V	-0.4612	-0.1592	0.5128	7862-0-	1242-0-	10.0301	-0-0710 -0-0710	7154-0-	1.3832	1.38	
2 2		•	226		933	973	, ,	427	.022	9	
	- 22	•	161-		-193	•050	•	.024	107	.34	
\$	32	8	321	321	325	328	m	3249	32	3287	
AVE X	1.53	-	ë	53		1.53	•	1.519	'n	1.537	
AVE V	Į;	7'	<u> </u>	9.29	0.2 4	61	٠,	264°		170.	
× > UIV	\$1000 0	0.9584	1.2267	1.0555	0.9339	0.9732	0.5147	0.4276	1.0227	0.9568	_
RXY	2	;	=	32	12	8	•	.013		.194	•
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EDUCATIONAL MODELS PROJECT NINTH GR REGR. GROUP WITHIN SET

12/13/57 PAGE

ANALYSIS PHASE	
•	
EDUCATIONAL HOBELS PROJECT NINTH GR REGR.	SROUP MITCH SET

12.12.67
1.1
3 6
REGRO
GR 9

30	13287. -0.1317 -0.0214 0.8768	0.2272	13287. -0.0626 -0.0214 0.4978	13287. -0.1547	-0.0214 0.4192 0.9568 0.1510
53	13287. -0.1317 0.1686 0.8768	1.0227	13287. -0.0626 0.1686 0.4978 1.0227	13287. -0.1547	0.1686 0.4192 1.0227 0.0825
28	13249. -0.1296 -0.4312 0.8754	0.4276 -0.0286	13249. -0.0577 -0.4312 0.4680	13249. -0.1505	-0.4312 0.3843 0.4276 -0.0102
12	13267. -0.1317 -0.0916 0.8768	0.5147 -0.2003	13287. -0.0626 -0.0916 0.4978	13207. -0.1547	-0.0916 0.4192 0.5147 -0.1387
5 8	13267. -0.1317 -0.0381 0.8758	0.9732	13287. -0.0626 -0.0381 0.4978	-0.0127 13267. -0.1547	-0.0361 0.4192 0.9732 -0.0005
52	13259. -0.1311 -0.2471 0.8770	0.9339 0.0941	13259. -0.0610 -0.2471 0.4948	0.0110 13259. -0.1548	-0.2471 0.4196 0.9339 0.0815
54	(A) • • •	1.0555 0.4625	13287. -0.0626 -0.2987 0.4978	13287. -0.1547	-0.2987 0.4192 1.0555 0.2539
23	13287. -0.1317 0.5128 0.8768	1.2267	13287. -0.0626 0.5128 0.4978	-0.2032 13287. -0.1547	0.5128 0.4192 1.2267 0.0297
22	(T) • (C) •	0.95 8 4 0.1456	13267. -0.0626 -0.1592 0.4978	-0.0758 13267. -0.1547	-0.1592 0.4192 0.9584 0.0933
์	13287. -0.1317 -0.4612 0.8768	0.8602	13287. -0.0626 -0.4612 0.4978	-0.00¢2 13287. -0.1547	-0.452 0.4192 0.1802 1802
× vs. ×	N 57 AVE X SIG X	SIG Y	AVE AVE SIG K X X X X X X X X X X X X X X X X X X	AVE N 59	AVE X SIG X A X X X X X X X X X X X X X X X X X

EDUCATIONAL NINTH GA	MOBELS REGR.	PROJECT - ANAI	ANALYSIS PHASE		GR19 REGR. R	RG. 1°7 12°12°67	.67		12/13/67	PAGE 33
GROUP HE	HYTHIN SET									· ·
x vs.	¥ 31	32	33	*	35	36	31	38	39	40
2	13064.		13064.	13064.	3064	3064	3064	3064	3064	m
AVE X	1-457	ī	1.4979	1-4979	308	.497 .162	908	254	.431	•
12	1.9184	, –	1.9186	1.9186	916	918	916	916	.918	
SIG Y RXY	1.6531	2.1255 0.1105	1.5631 0.0311	1.2183	1.0893 0.0224	0.9549 0.0398	0.7741	0.7486 0.1451	0.7687 -0.9796	1.0106 0.1134
	•	•				•	•			
z >	P .	= <	13287.	13287.		7 1		187	1876 1077	13281.
AVE V		ģ		•				262	429	
X 91S	•	2.	•	•	•	•	•	-261	-261	.261
SIG V	0.1270	2.1202	-0.1509	1.21.79	0.0354	-0-1143	0.0816	-0.0636	0.1844	-0.2974
3		131			316	3157		3157	3157	315
: ×						450		450	.450	.45
AVE V	-0.084	o ·	0.0195	-0.2809	8	-0-1607	0.0129	-0.2669	-0.4347	-0.1135
X 91S	•		•	•	F C	222		227	. 365	7
RAY	-0.2027		0.0776		0.4214	.217		211	.281	
2	13287,	13	- 17	13287.	•	•	•	- (*)	3287	3287
AVE X		,		•					.120	.120
AVE Y		ợ -	•						024.	111
\$16 Y		2.1202	1.5.1	1.2179	1.0906	0.9491	6.7695	0.7505	0.7656	1.0130
AXA		ö		u	•	•		•	•11•	5 T
2		H	8	13032.	B,	6 73	•	3032	E,	3032
AVEX		• •	M C	0466.0		•	•	25.7		130°
× 918		•	7	4.2804	7		, .	280		280
SIG Y RXY	1.6453	3 2.1262 0 -0.0507	1.5842 -0.0175	1.21 84 0.0938	1.0775 0.0213	0.9501 0.0436	0.0 8 46	0.0350	0.7705 -0.1406	1.0102 0.0907
æ	45054	E	1305%	77	ĕ	8	(44)	3054	648	3054
AVE X	1.050°I	-i q	1.0591	•	7"	7	•		•	
SIGX		4.3503	4.3503		7 177	•		350		350
7 91S	1.6331	~ ?	1.5430	1.1913	1.0704	0.9391	0.1617	0.7451	0.7501	1.0159
		•		•	•	•	•			
2 ×	7 13287. 0.5172	13207.	132 07.	13287.	13287.	13207.	132 87. 0.5172	13287, 0.5172	13287	132 07. 0.5172
3	-0.075	Ģ		.2		•	9	°262	.429	1111
× 910	2.699	.		69.	•	•	9 5	9 5	9 7	8
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7 T T T T T T	
E	

0	12733. 0.2193 -0.0815 1.8241 0.9886	13115. -0.3055 -0.1107 1.2864 1.0123	13054. 0°5676 0°1009 2°0100 1°0026	13287. 0.1249 1.5244 1.0130 -0.0210 10418. 0.1234 -0.1916	10 10 10 10 10 10 10 10 10 10 10 10 10 1
39	12733. 0.2193 -0.4269 1.8241 0.7646	13115. -0.3055 -0.4248 1.2864 0.7612	13054. 0.5676 -0.4386 2.0100 0.7676	13287- 0.1249- 1.5244- 0.7656- 0.1066- 0.1234- 0.1234- 1.2031	668 1926 1926 1939 1939 1939 1930 1930 1930
38	12733. 0.2193 -0.2606 1.8241 0.7361	13115. -0.3055 -0.2640 1.2864 0.7487	13054. 0.5676- 0.2559 2.0100 0.7543	13287 -0.2622 1.5244 0.7505 -0.1183 -0.1234 -0.3216 1.2031	666 666 666 666 666 666 666 666 666 66
37	12733. 0.2193 0.0147 1.8241 0.7706	13115. -0.3055 0.0068 1.2664 0.7713	13054. 0.56% 0.0022 2.0100 0.7688	13287. 0.1249 1.5244 0.0595 0.0218. 0.1234. 0.0456	
35	12733. 0.2193 -0.1497 1.8241 0.9328 -0.0960	13115. -0.3055 -0.1616 1.2864 0.9505	13054. 0.5676 -0.1592 2.0100 0.9525	13287. 0.1249 1.5244 0.9491 -0.9491 0.1234 0.1234 1.2031	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
35	12733. 0.2193 -0.2940 1.924? 1.0%55	13115. -0.3055 -0.30 8 5 1.28 6 4 1.0936	13054. 0.5676 -0.3011 2.0100 1.0949	13287. 0.1249 1.5244 1.0906 -0.1129 0.1234 0.1234 1.2031	6608 132 132 132 133 133 133 133 133 133 133
3 4	12733. 0.2193 -0.2796 1.8241 1.2250 -0.1195	13115. -0.3055 -0.2828 1.2864 1.2233	13054. 0.5676 -0.2644 2.0100 1.2162 0.1694	13287. 0.1249 -0.2837 1.2179 -0.1042 0.1234 -0.3785	
33	12733. 0.2193 0.0138 1.8241 1.5744	13115. -0.3055 0.0244 1.2864 1.5748 0.2023	13054. 0.5676 0.0104 2.0100 1.5714	13287. 0.1249 0.0189 1.5717 0.0819 0.1234 0.1234 1.2031	
32	12733. 0.2193 -0.5304 1.8241 2.1094 -0.0218	13115. -0.3055 -0.5799 1.2864 2.1165 -0.0954	13054. 0.5676 -0.5879 2.0100 2.1288	13287. 0.1249 1.5244 2.1262 -0.2099 10418. 0.1234 0.1234 2.0319	
31	12733. 0.2193 -0.0693 1.8241 1.6319 0.1649	13115. -0.3055 -0.0719 1.2864 1.6467	13054. 0.5676 -0.0996 2.0100 1.6353	13287. 0.1249 1.5244 1.6469 0.0125 0.1234 1.2031	
x vs. v	AVE AVE SIGN AND AND AND AND AND AND AND AND AND AN	AVE X AVE X SIG X X X X X X X X X X X X X X X X X X X	AVE X AVE X SIG X Y X X X X X X X X X X X X X X X X X	NA N	

CHAL HOBELS PROJECT -GR REGA.

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•	4387. -0.0089 -0.3420 1.0379 1.1823 0.1058	13287. -0.2170 -0.1116 1.1056 1.0130 0.3354	13177. -0:0371. 0.9776 1.0161	13287. 0.4676 0.8427 1.0130	13068. 0.8369 -0.1120 0.3229 1.0134	13227. 0.0519 -0.1121 1.0599 1.0138	13287. -0.4612 -0.1116 0.8802 1.0130
66	4367. -0.0089 -0.0817 1.0379 0.6607	13287. -0.2170 -0.4295 1.1056 0.7656	13177. -0.0371 -0.4272 0.9776 0.7661	13287. 0.4676 -0.4295 0.8427 0.7556	13066. 0.8369 -0.4204 0.3229 0.7642	13227. 0.0519 -0.4289 1.0599 0.7669	13287. -0.4612 -0.4295 0.8802 0.7656
96	4387. -0.0089 -0.4758 1.0379 0.6115	13287. -0.2170 -0.2622 1.1056 0.7505	15177. -0.0371 -0.2680 0.9779 0.7668	13287. 0.4676 0.8622 0.7505 -0.0107	13068. 0.8369 0.3229 0.7455	13227. 0.0519 -0.2653 1.0599 0.7508	13287. -0.4612 -0.2622 0.8802 0.7505
37	4387. -0.0069 0.0378 1.0379 0.7781	13287. -0.2170 0.0100 1.1056 0.7695	13177. -0.0371 0.9776 0.7704	0.4676 0.4676 0.0100 0.7695 0.0951	13068. C. 8369 O. 9140 O. 7744 O. 0488	13227. 0.0519 0.0124 1.0599 0.7704	13287. -0.4612 0.0100 0.8802 0.7695
. 96	4307. -0.0089 -0.3887 1.0379 0.8675	13287. -0.2170 -0.1457 1.1056 0.9491 0.2332	13177. -0.0371 -0.1647 0.9506 0.2317	13287. 0.4676 0.8427 0.9491 0.9356	13068. 0.8369 0.3229 0.9494 0.0397	13227. 0.0519 -0.1676 1.0599 0.9506	13287. -0.4612 -0.1657 0.8802 0.9491
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EDUCATIONAL MODELS PROJECT NINTH GR RECR. GROUP WITHIN SET

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NINTH OR I	. MODELS PROJECT RECA.	•	ANALYSTS PHASE		GR.9 REGR.	RG. 1.7 12·12·67	2.67		12/13/67	PAGE 38
GROSP WITHIN	# SET)			•	•
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EDUCAT	MEATIGNAL MINTH GA R	. NOBELS PROJECT RECA,	•	AMALYSIS PHASE		GR"9 REGR. I	RG. 1°7 12°12°67	2.67		12/13/67	PAGE 3
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34	14892.	-22		2.2415			•	ΡÌ	7.		7	*	7	- {	, י	7'	7	7'	102100	N		- (70.0	7	ָּהֶלְיּ	7	Ş	(30	M	2.3281	17	36.	•	۲.	•	•	•		•	ğ				֭֭֓֞֜֜֝֝֜֜֝֟֝֓֓֓֓֓֓֓֡֟֜֟֓֓֓֓֓֓֡֓֡֓֜֟֜֜֓֓֡֓֡֓֡֓֡֡֡֡֓֡֓֡֡֡֡֡֡֡	0017-1	7
33	•	-1.2213	•	•	•	•	-	1000	, 6		֓֞֜֞֜֜֞֜֓֓֓֓֓֓֓֓֓֓֓֓֓֡֟֓֓֓֓֓֓֡֓֡֓֓֡֓֓֡֓֡֓֡֓֡֓֡֡֡֡֡֓֡֓֡֡֡֡֡֡	ņ	3	4100	4143					1136	7	- 2464 - 0-1		; ;	41	ָהָיי י	7		7	ָיָּי	7	1926-2	ָּיַ •	7	7		,	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓	7		7	4892	6		786		0.0414	
32	14892.	-1.2213	-0.5783	2.2415	2.000	0.33C		1981	•	, ,	•		•	•	-6-4142	•	•	•		•	•	-0.5255	•	•	•	•	•		Şi	Ĭ		10767	5 4	9 ₽ 8	3	•		1			•	-	10	570	356		-	
**	14692.	-1-2213		515.			ğ	(4	ē) (Ł			14692.	-0-4142	-0.0046	1.1688		202	222900	14662	-0.5255	-0-0044	1.2525				7) C	7	1.4418	֓֞֞֞֜֓֞֓֓֓֓֓֟֓֓֓֓֓֟֓֓֓֓֓֓֓֡֓֡֓֡֓֡֡֓֡֓֡֓֡֡֡֡֡֡֡֡		14892.				Ŀ	-0.0477)	ਾਵਾ		_	•) (-0-1177	•
>	2						5)						2					•	!	.								,		•				22						,	2				,		
\$ X	2	× ;	- 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3	7 DIO			*	AVE X	3	SIGX	2		t	2	AVE X	AVE Y	SIC X	SICV	À		æ	WE X	3	SIG X	Ł	9 9	C	2	X X	: > ! 3	2	× 215			*	×	VE 7	38 ×	SIG Y	RXY			AVE X	뿔	2	2	RXY	

ANALYSIS PHASE EDUCATIONAL HOBELS PROJECT --NINTH GR REGR. GROUP WITHIN SET

ERIC Full list Provided by ERIC

9	14892- -0.1343 -0.1018 0.8751 1.0083 0.8669	14892. -0.0750 -0.1918 0.5283 1.0083	14892. -0.1593 -0.1018 0.4383 1.0083
39	14892.	14892.	14892.
	-0.1343	-0.0750	-0.1593
	-0.4059	-0.4059	-0.4383
	0.8751	0.5283	0.7841
	0.7841	0.7841	-0.1140
38	14892.	14892.	14892.
	-0.1363	-0.0760	-0.1593
	-0.2766	-0.2766	-0.2766
	0.8751	0.5283	0.4383
	0.7640	0.7640	0.7640
37	14892.	14892.	14892.
	-0.1343	-0.0760	-0.1593
	0.0105	0.0105	0.0105
	0.8751	0.5283	0.4383
	0.7540	0.7540	0.7540
36	14892.	14892.	14892.
	-0.1343	-0.0760	-0.1593
	-0.1985	-0.1985	-0.1985
	0.8751	0.5283	0.4383
	0.9585	0.9585	0.9585
35	14892.	14892.	14892.
	-0.1343	-0.0760	-0.1593
	-0.3607	-0.3607	-0.3607
	0.8751	0.5283	0.4383
	1.1250	1.1250	1.1250
	0.0236	-0.0765	0.1080
34	14892.	14892.	14892;
	-0.1343	-0.0760	-0.1593
	-0.3355	-0.3355	-0.3355
	0.8751	0.5283	0.4383
	1.2166	1.2166	1.2166
	0.2362	0.0138	0.1890
33	14892.	14892.	14892.
	-0.1343	-0.0760	-0.1593
	-0.0168	-0.0168	-0.0168
	0.8751	0.5283	0.4383
	1.5586	1.5586	1.5586
32	14892. -0.1343 -0.5783 0.8751 2.0840 0.4635	14892. -0.0760 -0.5783 0.5283 2.0840 0.1989	14892. -0.1593 -0.5783 2.0840 0.2194
31	14892.	14892.	14892.
	-0.1343	-0.0760	-0.1593
	-0.0046	-0.0046	-0.0046
	0.8751	0.5283	0.4383
	1.6619	1.6619	1.6619
x vs. v	AVE X ST SIG X SIG X XX	AVE X AVE X SS SIG X AVE	AVE X AVE Y SIG X RXY

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V	
7	

EDUCATIONAL NIMTIC GR	COAL	L NOBELS PROJECT	•	ANALYSIS PHASE						12/13/67	PAGE 42
CROSS N		26.7				GK.7 KEGK.	MG. 1" (12"12"67				•
x vs.	>	7	45	43	*	•	4	14	94	64	20
# # # X	-	13064.	13064.	13064.	13064.	77	3064	(7)	3064	141	623
AVE Y		-0.0359	100	0-1130	1.4979	•	764.	•	164.	•	
× 915		1.9186	.918	1.9186	1.9186		916.		200	•	•
216 V		0.6334	0.6280	0.6955	0.7529	0.6015	0.7993	0.7928	1.3618	2.6772	2-1186
E E			770	0.010	0.0772	•	901.	•	.232	•	•
	8	13287.	32	13287.	8	ന	3287	•	3287	5	5
AVE X		•	9,	•	9	•	.077		.07		ָרְי
		• •	3.0	•	7 .	•	•119	•	.622		7
2 16 V		0.6318	906900	01970	0.7546		192	•	-261	7	7
RXY			7		-0.0216	-0.0639	-0.1398	0.0599	1.3632 -0.1070	2.08% -0.0214	2.1329 -0.0606
2	M	13157.		7	•	- 7		•		1)
AVEX)		7	,	7 (7	912 66	•	3157	5	3157
AVE V		-0.0401	0.3068	0.1074	-0.2816		-0°1185	33			0.450
516 X	٠	•	<u>س</u> ۱		•	- T	.32	•	.325	25	325
> X 4		•	• ·	ė.	•	Ţ,	8	•	.385	.698	.137
	:	•	•	7	•	~	6	•	307	•020	.013
•	•	13287.	171	32	•	m	м	(41	3287	5	•
		•	•	7		•			120	7	1
		•	•	-	•	•	•	•	-622		
\$16 Y	٠	0.6316	0.6306	0.450	0-7546	0.590	7400	•	290	7	•
≥			•	9		•	0.0649	0.0320	0.1281	C.0255	2°1329 0°0383
	•	13032.	13032.	13032.	13032.	30		~	2022		13051
X			•	6.3360	6.3340		6.3380		338	6-3380	7 (7
AVE 7		•		0.1135	-0.2794	9		•	.615		1
\$16 ¥		0.6343	2629-0	0.6966	0.7304	0-6018	4.2804 0.7067	4.2804	.280	7	\sim
XX W			•	-0.0307	0.124			•	0.0992	0.0111	0-0124
2	•	13059.	777	8	30	M	E	7	2064		
AVE X		1.0591	1.0591	1.8391). O	7	, .	. 559		
		4.1403	•	٦,	ņ		7	•	.626	546	1091
516 Y			•	n •	7	•	M. C	•	.350	-350	.350
AXV		0.4311		9	•	0.0266	0.2552	-0.0546	1.5701	Z.7107 -0.0133	2.1490
2		13287	13287.	32	•	M			3287	(7	. 47
X PAY		'n,	•	Ď.	•		•	•	517	, ,	7 (
S16 x		2.6350	0.50 0 3	7	•		•	•	.622	•	
2		, C	, .	0.6900	0.7546	0.5988	2.0350 0.7988	Z-6350 0-7959	2.6350	2.6350	2.6350
)2Y		9°2240	-0.1630	7	•	•	•		===		-0-1106
		•								•	•

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PROJECT

IAL MOBELS IR REGR.

THE SET

CROSS WI

sector street									:	
X VS. Y	7	~	~	*	\$	\$	11	*	:	2
2	+387.	4387.	_	4387.	4367.	4367.	4387.	4387.	4307.	4307.
N N	\$500°	-0-0 989	-	-0.0009	-0.000e			10000	-1-6174	-1.3520
× 900	1.0375	1.0379	-		1.0379	1.0379	1.0379	1.0379	1.0379	1.0379
SIG Y	6.5199 6.6919	0.6130	0,5728 -6.0022	0.3057	6.4198 0.0315	0.0476	1.07%	1.4952	3.2063	2.5000 -0.1252
1	¥40.61			13087	13287	- EBCE 1	13287	13287	13287	13207.
N X SAT	-0.2170	-0.2170	-0.2170	-0.2170	-0.2170	-0.2170	-0.2170	-0.2170	-0.2170	-0.2170
AVE V	-0.0380		0.1100	-0.2835	0.0925	-6.1192	-0.3200	-0.6220	-1.5377	-1-1534
\$36 ×	1.10%	1.1056	1-10%	7	1,1056	1.10%	1.1056	1.1056	1.1056	1.1056
SIG V	0.1159	0.0072	0.0224	0.3201	0.0579	0.7251	e e e e e	0.3433	0.1756	0,2515
1		*****	*****	25.50	100.00		12177	TITLE	13177	13177.
* * * * * * * * * * * * * * * * * * *	1250°C-	12571	-0.0373	-0.0371	12037	·0.0371	-0.6371	-1.0371	-0.0371	-0.0371
AVE V	-0.0410	6.3067	0.1004		0.0199	-0.1187	-0.3297	-0-6256	-1.5393	-1.1556
\$16 X	. 677	0.0770	6.977	0.577	1.97	0.9776	977	0.770	0.9776	0.977 6
AND AND	0.2977	-0.2351	0.0652	0.3533	-0.0393	0.000	-0-0519	0.3513	-0.0742	-0-0236
***	13367	18287.	13267.	13287.	13267.	13267.	13287	13287.	13267	13267.
N X	6.447	0.4676	0.4676	0.457	0.4676	0.4476	9295-0	0.4476	0.4476	0.4476
AVE V			0-1190		0.0025	-0-1192	-6.325	-6-6220	-1.5377	-1-1536
516 x	7210 0.0110	0.63.0		0.7966	0.596	2.796	0.750	1.002	7-20-2	2,1329
A		0.0142	-6.0389	-0.0476		-0-1242	0.0745	6.0174	0.6575	0.0282
2	13066	13066.	13060.	13040.	1366.	13064.	13666.	13068	13068.	13068
AVE X	9-03-0	0.000	0.8369	0.026	-	6.0769	0,000	0.6369	6,6369	0.0369
	6,222	6.3220	0.3220	0.3229	6.22.20	0.3229	0.3229	0.3229	0.3229	0.3229
\$16 V	0.6296	0,6272	4169.0	0.7992	2265	0.00	0.716	8.3737	2.6353	2-1166
		7,850								
7	15277.	1327.	1727.	13227.	13227		13727.	11227	13227	13227
* 347	-6.0616		0.1100	20.0	- 650	4.120		-	-1.500	-1,1565
X 915	2	1.050	1.0909	1.0	8	8.6	200	200	1.0509	2000
		0.0210	2750-0-	-0:121	200.0	0.00%	0.6270	-0.6320	70000	4.8255
			2000		2000	18968	18867	18281	42967	19267
		1197.4	4.4622	-5.4412	2194.3		2096-0-	4.4612	-0.4812	2199
AVE V		6.3063	0.170	9	\$250	-0.1192		1777	-1.5177	-1-1534
× 25.	200	70 25 -0		77		Q. 2966	25.0 25.0	1.3032	9699°Z	2.1329
	-1.125	6.1171	0.070	-0.2460	2.60	-0.2068	-0.4256	4.2260	-0-2669	165270-

13287. -0.1592 -1.1534 0.9584 2.1329 0.0885

13287. 0.5128. -1.1534 1.2267 2.1329

13287. -0.2987. -1.1534 1.0555 2.1329 0.3812

13287. -0.0381 -1.1534 0.9732 2.1329

13287. -0.0916 -1.1534 0.5147 2.1329

13249. -0.4312 -1.1410 0.4276 2.1005

EDUCATIONAL MODELS NINTH GR REGR.	TONAL F GR R	HOBELS PROJECT EGR.	- ANALYSIS	rsis phase		GR*9 REGR. R	16. 117 12.12	19.		12/13/67
CROUP N	MITHIN	SET								
X VS.	>	7	42	43	\$	45	46	-11	48	6
Z X	22		13287.	70 5	328	3287	6 6	13287.	67	13287
AVE Y		0.0		110	0.23	0.052		.32	622	537
		5	6	.956	-95	.958	958	.95	958	.958
-		0.0954	0.6306 -0.0937	0.6908	0.7546	0.5988	0.7988 0.1912	0.7959	1.3832 0.2830	2.6896 0.0528
2.	23	141	32	32	328	3287	3287	328	3287	3287
3	}	•	, in	'n	51	.512	.512	15.	.512	.512
AVE Y		0.0380	0.3063	- (87	8	.119	.32	.622	.537
בַ בַּ		• (7	7	77.	.226	.22 6	225	.226	-226
*			7			047	-0.0024	1760.0-	0.1914	-0.1594
2	13	13207.	32	13207.	3207	328	3287	3287	3287	3287
٣		.23	7	-0.2987	.298	.29	.298	298	.298	.298
۳:		.038	0.3063	0.1100	.283	.05	119	.328	.622	.537
× 910		j.	9	3.0355 0.4858	.055	0 0	. 055	.055	.055	.055
NX N		153	0.1423	-0.0791	0.0175	n	0.2679	0.2618	0.3818	0.3233
	2	13259.	- 17	20	325	3250	3250	1250	S.	2250
7	}			.247	9.5	,24	247	247	247	247
AVE X		-0.0377	.0.3051	0.1093	-0.2834	053	•	.329	.620	1.539
2 2		• (•			E S	.933	666.	.933	.933
Ž			•	710	7	. 062		0.1087	0.1931	0.1030
	%	326	3287	~	328	3287	3287	3287	3287	3287
		0.03	.038	•	0.03	.038	.038	.038	.038	.038
AVE V		0.0380 0.0733	0.3063	0.1100	-0.2835	0.0525	-0.1192	-0.3289	-0.6228	-1.5377
		69	630		75	898	70L	200	27.0	2000
$\mathbf{\omega}$		-62	-002	•	80.	100	176	• 008	.059	-084
2	E	•	328	177	328	3287	3287	3287	3287	3287
AVEX		•	Si:	•	Ş	5	160-0	5	0.091	0.091
Sic x		> 0	0.5147	0.5147	0.5147	0.0525	-0.1192	-0.326	-0.6228	-1.5377
SIG Y			663	•	75	5	79	795	383	689
RXY		•	-17	•	10.	.075	.174	110	120	.225
2	58	40	32	\$	324	3249	3249	3249	3249	3249
AVE X		7	4	.431	E.	.431	.43%	0.431	.431	.431
AVE X SIG X		0.4276	0.4276	0-1109	-0.2 861	0.0529	-0-1181	-0°3224	-0.6175	-1.5195
\$16 Y		•	9	169	12	598	797	767	366	633
RXY		•	•	• 005	8	-082	-002	045	024	013

Name	EDUCATIONAL I NINTH GR RI	L MODELS PROJECT REGR.	- ANALYSIS	IS PHASE	, ,	GR•9 REGR. RI	6. 117 12.12	191	,	12/13/67	PAGE 46
Name											
March Marc	3 .			43	\$			1.5		\$	20
March Marc	2	13207.	13287.	13287.	13287.	(77)	32	648	3287	3287	321
March Marc	¥ ¥	0.1666	0.1686	0.1686	0.1686	•	7	•	.168	0.1686	0.1686
V 0.6314 0.6396 0.7736 0.7966 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7746 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747 0.7747	2	1,0227	1.0227	1.0227		• (70	• •	-622	1550	-
NA 0.0299 -0.0299 -0.0299 -0.0299 -0.0299 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0	2	0.6310	0.6306	6069-0	, .		7		333	689	. 13
March Marc	××	0.2605	-0.0390	-0.0322	•	•	•	•	101	•038	ઢ
X -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0214 -0.0216 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368 0.0368	#	32	m	3287	3	(7)	3287	~~	3287	3287	328
March Marc	٤!	9	•	.021	9	•	.021	•	.021	.021	-02
March Marc	24	9	•		7	•	-113	.3289	.622	.537	519
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•	20561. -1.2320 -1.6086 2.1624 2.7901	20561. -0.3774 -1.4086 1.0153 2.7901 0.7052	.675 .675 .608 .159	0.000 0.000 0.000 0.000 0.000	20561. -0.4937 -1.6066 2.2631 2.7901 0.4613	20561. -0.3219 -1.6086 1.0339 2.7901	20541. -0.1117 -1.6086 0.3673 2.7901
4	20561. -1.2320 -0.7486 2.1624 1.3830	20561. -0.3774 -0.7486 1.0153 1.3930 0.6707	0561 0761 0761 0861 0861	35.27.73	20561. -0.4937 -0.7486 2.2631 1.3830 0.8165	20561. -0.3219 -0.7486 1.0399 0.3982	20561. -0.1117 -0.7486 0.3673 1.3830
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9	14892. -1.2213 -0.1293 -2.2415 0.7957	14892. -0.3881 1.0323 0.7957	14892. -0.6142. -0.1293 1.1635 0.7937	14892. -0.5255 -0.1293 1.2530 0.7957	14892. -0.5204 -0.1293 2.3281 0.7957	14924 -6.3147 -0.1293 1.0246 0.1957	14892. -0.1048 -0.1293 0.3561 0.7957
\$	14892. -1.2213 0.0621 2.2415 0.6001	14892. -0.3881 0.0621 1.0323 0.6001	14892. -0.6142. 0.0621 3.1635 0.6001	14692- -0.5255 0.0621 1.2530 0.6008	14892. -0.5204. 0.0621. 2.3281. 0.6001.	14992. 0.0421 1.0248 0.0601	14892. 0.1048 0.0621 0.6001 0.0012
*	14892. -1.2213 -0.3149 2.2415 0.7500	14892. -0-3881 -0-3149 1-0323 0-7500	14892. -0.6142 -0.3149 1.1635 0.7555	14692. -0.3285 -0.3149 1.2530 0.7580	14892. -0.5204 2.3204 6.7500 0.2396	14692. -0.3149 1.0248 0.0388	14892. -0.1048 -0.3149 0.3561 0.1540
+	14392. -1.2213 0.0971 2.2415 6.666	14892. -0.3881 0.0971 1.0323 0.0666	14892. -0.6142 0.0971 1.1635 0.6866	14892. -0.5295 0.0971 1.2590 -0.666	14892. -0.5204 -0.0971 2.3281 0.666	14892- -0.3147 0.0971 1.0248 0.0464	1492. 0.0971 0.0971 0.066
7	14892. -1.2213 0.3362 2.2415 0.6330	14892. -0.3961 0.3362 1.6329 0.6330	14092. -0.6142. 0.3362 1.1635 0.6330	14892. -0.5255 0.3352 1.2330 0.6330	14892. -0.5204 0.3342 2.3281 0.6330	0.000 0.000 0.000 0.000 0.000 0.000 0.000	14692. -0.1048 0.3362 0.6330 0.6406
7	14892. -1.2213 -0.0369 2.2415 0.6258	14692. -0.3881 1.0323 0.6258	14692. -0.6162 -0.0369 1.1635 6.6296	14592. -0.5255 -0.6256 -0.6256 -0.6256	0.040 0.050 0.050 0.050 0.050 0.050 0.050	14892. -0.3147 -0.0369 1.0246 0.0291	0.0000
x vs. v	AVE A X B SIG X X X X X X X X X X X X X X X X X X X	AVE X X SIG X X SIG X X X X X X X X X X X X X X X X X X X	A WE WE WE SEE STATE OF SEE SEE SEE SEE SEE SEE SEE SEE SEE SE	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	A A A A A A A A A A A A A A A A A A A	AVE X AVE Y SIG X BIG Y	\$ 24 × × × × × × × × × × × × × × × × × ×

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GROW WITHIN SET	STHIN	1381									· .
X VS. Y	>	7	45	6	\$	+	, ,, ‡	*	9	64	20
*	25	14892.	14892.	14892.	14892.	14892.	14892.	20561.	20561.	20561	20661
A.E. X		-0.1343	-0.1343	-0.1343	-0.1343	-0-1343	-0.1343	-0-1111	-0-1111	-0-1111	-0.1111
AVE V		-0.0369	0.3362	0.0971	-0,3149	0.0621	-0.1293	-0.3657	-0-7486	-1-6086	-1-2120
216 x		0.8751	0.8751	0.8751	0.8751	0.8751	0.8751	0.8499	0.8499	0.8499	0.840
516 V		0.6258	0.6330	9.666	0.7500	0.6001	0.7957	0.8582	1.3830	2.7901	2-1624
×		-0.00-0-	0.2716	-0-1087	0.0637	0.1527	0.5390	0.2850	0.6807	0.4524	0.5977
Z	2	14092.	14692.	14692.	14892.	14892.	14892	20561.	20561	20641	20641
AVEX		-0.0740	-0.0760	-0.0760	-0.0760	-0.0760	-0.0760	-0-0778	-0.077£	-12007	-10C02
AVE V		-1.0369	0°3362	0.0971	-0.3149	0.0621	-0.1293	-0.3657	-0-74B4	-1.4086	1.2320
216 X		0.5263	0.5263	0.5283	0.5283	0.5283	0.5283	0.5238	0.5238	0.523	0.5220
216 7	!	0.6290	0.6330	0.6666	0.7500	1009-0	0.7957	0.0502	1.3830	2,7901	2.1634
) X		-0-1965	0.0753	-0.0242	-0.1619	0.0426	0.0433	9099.0	0.3750	0.5347	0.5%
*	8	14892.	14892.	14092.	14697.	14892.	14892	20561	20641	20641	
AVEX		-0.1593	-0.1593	-0.1593	-0.1553	-0.1593	-0-1503	-D. 1665	-0-1445	19602	1000
AVE V		-0.0349	0.3362	0.0971	-0.3149	0.0621	-6.1293	-0-3457	-0-7484	7007	00100
× 915		0.4383	0.4383	0.4383	0.436®	0.4383	0.4383	0.4356	0.4354	0.426 0.426	9367-1
216 7		0.629	0.6336	0.666	0.7500	0.6001	0.7957	0.8582	1, 1810	2,7001	2,1436
XX		0.6079	0.13.	0.0829	Ø.1263	0.0510	0.2110	0.6678	0.5782	0.5912	0.5945
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EDUCATIONAL NINTH GR	val mobels project ir regr.	•	ANALYSIS PHASE		GR.9 REGR. R	RG. 1°7 12°12°67	.67		12/13/67 P
GROWP WIT	WITHIN SET								
X VS. Y	51	25	23	š	55	26	57	28	89
2	130	8	30	13064.	3064	3064	3064	3064	3064
7	7	7	1.4979	1.4979	164.	164.	164.	164.	164.
7	E	₹,	Ň	-0.4640	. 293	.103	.125	.061	.153
S16 x	1.9106	1.9186	1.9186	1.9186	1.9186	1.9186	1.9186	1.9186	1.9186
2	5	7	~	2.3208	.993	.348	.873	464.	.420
RXV	7	**	7	•	.083	.155	.152	-042	141.
	(M	3287	3287	2	3287	3287	32	3287	3287
×	6	770-	1	770	.077	-077	9	.077	.077
AVE V	•	578	499	470	.295	105		.062	.154
	•	.261	.261	.261	.261	.261	7	.261	.261
S16 Y	0.9563	1.1276	1.1477	2.3193	9886 0	0.3486	0.8768	0.4978	0.4192
	•	.020	.028	.216	.003	10.	7	.032	.011
	_ (M	3	3157	5	3157	3157	315	3157	3157
VE X	6		450	450	450	.450	45	.450	450
AVE V	-0.3740		499	-0.4608	-0.2973	-0.1039	-0.1337	8	-0.1545
2	•	.	.325	.325	.325	.325	.32	.325	.325
2	•	7		322	.993	.347		164.	.421
-		7	.015	.211	.132	.145	S	. 161	.105
2	- 64	(1)	Š	13287.	328	328	3287	3287	32
X SAV			F	1	12	12	120	120	
AVE Y	•		4	1	29		131	.062	7
SICX	1.2906	1.2936	1.2906	1.2906	1.2906	1.2906	1.2906	1.2906	1.2906
SIG V		•	7	3	2	Ÿ	55.	164.	40
AXA	•		9	.12	9	ટું	139	98	9
	5 13632.	(F)	3032	9	3032	3632	30	3032	3032
×		•	.338	33	.338	.330	177	.338	.338
	-0.3718	•	.455	.45	. 295	104	7	28	.155
	•	•	22.	2	-280	-280	7	25	25
> 919	0.0795	1-1320	7040-0 0-040-0	2.3130 0.1089	0-1078	0.0014	0.0737	0.0106	0.1082
•		,						4906	3064
2 4 2 4		ξ,							
AVE *		5	503		Ž	10,1		9	155
X DIS	4.3503	4.3569	4.3503	4.3503	4-3503	4.3503	4.3503	4.3503	4.3503
SIG Y	Į	~	124	.326	1	.350	. 27	.500	.422
HXA	8	7	.042	.309	. 105	.201	8	.179	.185
	. 2	m	32	13297.	3287	3287	32	3287	3207
AVE X	₹,	•	'n	:5	517	.517	5	.517	.517
AVE Y	77	•	7	7	.≅95	.105	7	.062	154
× 910	7	•	9	6	.635	.635	7	.635	.635
2	0.9563	1.1276	1.1477	2.3193	0.9886	0.3486	0.8768	0.4978	0.4192
MX M		•	7	90.	620.	5	7	101.	-004

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ANALYSIS PHASE	
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GROSP N	WITHIN	. 281								
x VS.	>	19	52	53	54	55	26	C.	58	65
AVE X	•	12733.	12733. 0.2193	12733.	12733.	12733.	73	12733. 0.2193		
× 918				1.8241		824	-824	824	22	2 2
RXY		• •	• •	-0.0509	7 -	000	.343 .196	-860 -136	.051	.389
2 >	•	11	13115.	—	131	3115	3115	311	3115	3115
AVE Y		36		. 400 404		. 295	.305	. 30 E. (206.	.305
X 918		2	•	-286	-28	-286	-286	2	-286	1.286
NX A		.03	0.0639	1.1501	2.3177 0.0884	0.9935	0.3502	0.8762	0.4992 -0.1011	0.4200 -0.0096
4	2	- 61	8,	3054	305	3054	3054	305	3054	3054
		ij	ůů	196.	ÿ. 1	.293	. 567 . 103	.5676	0.567	.567
2		2.0100	9	010	9	010	010	[5]	2.010	2.010
SIG Y RXY		-0.0960	1.1269	-0	2.3028 -0.0465	0.9939 0.0575	0.3483 0.0034	0.8694 -0.0826	• •	0.4204
	11	m	13207.	32	32	3287	3267	3267.	13287	3287
AVE X		•	•	7		-124	0.124	7	0-124	.124
200		• •	5244			524	.105	131	.062 524	• 154 524
		0.9563	1.1276		2	0.9006	90000	0.8769	- 4970 - 4970	0.4192
€ .		•	•	•	7	120.	-215		-136	-126
AVE X	12	10416.	10418.	32	0	418	418	418	0418	0418
AVE V		77	9	ž	16	30	.134	. 195	.054	162
		25	7-	.203	202.	-203	-203	. 203	-203	-203
-			19	190-	17.	.022	70	0.1205	0.5312	0.0493
	23	•	3.	9899	89	9899	668	3	9899	8 9 99
		•	7	.132	.132	132	• 13	= 7	. 132	.132
			7	939	0.959	0.959	.93		959	986
SIG Y AXY		1.0574 0.0378	7.00 0.00 0.00	1.3485		1.0911	0.3705	0.9417	0.5705	0.4073
2	2		3133	4144	22	2122	2.1.2		25.55	
7))		.029	.029	0.029	. 029	.0298	.029	020	020
AVE Y		-0-36 89	-0.5780	1.2275	-0.4636	-0.2973	-6.1059	-0.1285	-0.0619	-0-1551
		5	.132	149	318	.993	.350	.875	499	.421
AXY		7	-142	-174	202	- 005	.113	.170	.081	• 098

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ANALYSIS PHASE	
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EDUCATIONAL HODELS PROJECT NINTH GR REGR.	
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PHASE
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NIN	NINTH GR	REGA.				GR.9 REGR. F	RG. 1.7 12.12	12.67		
GROUP WITHIN	WITHI	H SET								
X AS	>	. 21	25	23	40	55	56	57	8	59
2 >	22	287	207	13287	328	3287	13287	3287	3287	3287
AVE X 200		127	֭֭֭֭֭֓֡֜֝֝֡֓֜֜֝֡֓֜֜֡֓֡֓֡֓֡֓֡֡֓֡֓֡֓֡֓֜֜֜֜֡֓֡֓֡֓֡֓֡֓	•159	.15	0.159	.159	0.159	.159	0.159
SIGX		.55	26.0	0.9584 0.9584	\$0.4.00 \$650.0	-0.2956 0.9584	0.01.0-	-0-1317 0-9584	-0.0626 0.0584	-0-1547
SIG Y		.956	.127	.147	31	988	348	876	604	410
ZX X	•	.126	•179	190-	-20	.071	.185	.145	.075	.093
2:	23	13287.	13287.	32	3287	3287	3287	3287	3287	3287
AVEX		515	5	'n,	.512	.512	-512	.512	512	.512
7 Y Y		276.	5		.470 ???	.295	.105	131	.062	.154
\$16 Y			.12	1-1477	916	0 8	977	022.	922•	• 226
RXY		.079	101	9	3	.03	0.0585	-0.0608	-0.2032	0.0297
	*	3287	287	287	3287	3287	3287	3287	3287	3287
۳!		0.298	.298	.298	.298	.298	.296	. 298	298	298
AVE V		1 0555	-0.5785	•	.470	- 295	105	.131	.062	.154
2 2			127	147	0000	.055	.055	.055	.055	•055
2		423	.283	~	0.4274	0.0704	0.3452	0.4625	0.1932	0.2539
=	n	325	্ৰ	3259	3259	3250	1250	2250	2760	
¥		-24	•	.247	247	247	0-247	777	0-267	1060
7		-37	•	498	.472	.296	105	131	190	156
X 910			•	. 933	.933	.933	.933	.933	.933	.933
AXA VX		0.070	0.2226		2.3214 0.1413	0.0000	6:3468 0:3468	0.8770	0.4948	0.4196
•	;		•							700.
* * *	2	132 87.	13267.	13287.	13287.	13287	13287	287	3287	287
, w		0.372				200	300	860°	.038	0.038
\$16 X		.973	6		6	.97	16	0.9732	0.9732	14CT-0-
2		.956	-12	7	.319	.988	348	.876	164	419
			Ş	ĕ	.152	.081	.140	.140	.012	.000
3	22		13267.	13287.	13287.	3287	3287	3287	3287	3287
3 5		472		7	•	160,	66.	\$	160.	160
\$ 16 x		5	0.5147	0.5147	9	0.5147	0-1050	7161-0-	-0.0626	0.154
2		.956	.127	7	•	986	340	876	10	170
×		.202	.137	7	•	.007	.131	200	0	
•	. 82	2	3249	3249	3249	3249	3249	3249	3249	3249
) Y		n c	164.	IE+•	.431	0.431	.431	.431	.431	.431
S16 ×		0.4276	0.4276	0-4276	4494°D-	-0.2831 0.4276	-6.1027	-0.1296	-0.0577	-0.1505
16		96.	106	077	314	846	341	774	174.	776
×		60	.025	.016	•000	.031	.026	028	020	

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EDUCATIONAL MODEL NINTH GR REGR.	L HOBELS PROJECT REGA.	1	ANALYSIS PHASE		GR*9 REGR.	RG. 1°7 12°12	2.67		12/13/67
GROUP WITHIN	IN SET								
X VS. Y		. 25	53	\$	92	56	57	80	29
•	8	328	32	3287	326 [%]	3287	M	3287	13287
	7 [57	: 1	470	. 295	105	: 7	.062	154
SIC X	9	9	0	.022	.022	.022	9	.022	.022
2 2	0.9563	1.1276	1.1477	2.3193 0.0570	0.0792	0.0648	0.0027		18
			1000	9267	4000	7966	1000	3287	1287
R = = = = = = = = = = = = = = = = = = =	132	<u> </u>	56	3686	1626	3667	1076	021	021
AVE Y		, 5	15	470	0.295	105	0.131	0.062	154
SIG X		.956	.956	.956	.956	.956	.956	.956	•926
SIG Y RXY	0.9563 0.1869	1.1276	1.1477 0.1355	2.3193 0.2652	0. 988 6 0. 091 8	0.3486	0.8768 0.2272	0.4978 0.0626	0.4192
ı !	l .	 		(
16 8	•	14892	14892	4892	1,4892	4892	14892	4892	4892
AVE X	•		100 Y	1001	450		134	920	159
SIGX	> ~	1.6619	1.6619	1.6619	1.6619	1.6619	1.6619	1.6619	1.6619
S16 Y	•	.163	.253	.328	.024	.356	.175	.521	.438
RXV	•	.203	•008	.221	.067	-117	,078	.049	.075
200	4	4892	4892	3	4892	4892	4892	4892	4892
: ×	5	-0.5783	25	i	9	.578	· 57	-0.5783	-0.5783
AVE V	.	4	.525		0.314	0.104	0.134	0-076 3-036	159
X 910	7			7	400			528	4 98
AXE	6-963	(A)	ě	0.4675	1001	0.4142	1	198	-219
2		4142	4892	69	4892	4892	4892	4892	4892
: ×	0		10.	6	-016	0.016	10.	0.016	•10.
AVE Y		•119	. 525	0.52	.314	5	134	• 076	0.159
× 918		.551	.55		.558	356		100	. 338 438
AXA AXA	0.0227	0.1325	0.0000	0.1628	0.0151	0.0416	0.0742	-0.0240	0.0367
*	į	•	4892	į	4892	4892	7	4892	4892
×	8		.335	0.33	.335	.335		.335	.335
AVE Y	8	-0.6142	-0.5255	-0.5204	-0.3147	-0.1048	-0.1343	-0.0760	-0-1593
9 선	7 6	5641	17.	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֓֡֓֓֓	720	95E	"	528	438
12	0.1348		950	32	106	.173	7	.013	119
26.	3	7	4892	694	4892	4892	4892	4892	4892
×		m	396	0.36	0.360	0.360	.360	980	.360
AVE Y	1996.0-	-0.6142	-0.5255	-0.5204	-0.3147	-0-1048	-0-1343	0.0760	1.1250
	7 9	; 7	253	32	024	356	875	528	438
-			•039	6	.063	180	.023	.076	.108

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12/13/67 PAGE

ANALYSIS PHASE	
•	
PROJECT	
HODELS	R RECE.
DUCATIONAL	MINTH CR

GROUP WITHIN SET

GR.9 REGR. RG. 1'7 12'12'67

EDUCATIONAL HOBELS PROJECT --NINTH GR REGR.

GROUP WITHIN SET

89	26	•	799	438	002	4003	760	+15 · 0	767	720	0.1263	4002	6 842B	150	7		0.0510		1892	. 129	7	. 795	.438	.211	770	10007	97	58	435	.667		1000	7	707	744	0.5782		0007	9	C+01-0-	֓֞֞֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֓֓֡֓֡֓֡		,
88	892	֓֞֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֡֓֓֓֓֓֡֓֓֡	999	528	920	6802	216	410	75.0	2 6		4.002	7 6	920	909	528	0.0426		892	.129	-0.0760	. 195	.528	.043	179	1060	-0.078	858	523	.660	1750	7	770	383	523	0.3750	7	10607	800		770	0.5255	777
57	14892.	• •	999	.875	901°	4802	716	126	7 2	0.8751	.063	4802	3	134	909	875	0.1527		6	•12	-0.1343	6	.87	.53	1950	366	-0-1111	.858	.849	.285	20661	, ,		1.3830	849	.680	966	10/07		֡֝֓֓֓֓֓֓֓֓֓֓֟֝֓֓֓֓֓֓֓֓֓֓֓֓֡֓֡֓֓֡֓֓֓֓֡֓֓	200	0.6439	176
56	92	7	.666	356	-005	4892	! 💆	104	750	0.3561	.154	4892	062	104	909	356	0.0812		892	•129	71	3	.356	.344	0561	396	-0.1117	.858	.367	.458		7	1111	1.3830	.367	• 664	1720			700	746	0.4040	
55	14892.		•	•	•	489	3	31	75	1.0248	8	4892	.062	314	999	1.0248	.057	•	26941	• 129	-0-3147	25	• 024	•155	20561.	36	-0.3219	. 85	.03	. 52	1980	• •	.321	1.3830	.033	.398	1750		1250	790	033	0.4894	
አ	14892.		•		9	3	•	9	7	2.3281	?	489	90.	52	99	2.3281	.13		4	š (+0.504 0.304.0				9	E.	0	₹.	7	Ų.	056	7486	64.	.38	92.	-81	950	1.60	6	.79	.26	0.4613) , ,
æ	14892.	.525	999	.253	90.	4892	.314	.525	.750	1.2530	.022	4892	.062	.525	999	1.2530	.013	4.00	7601	671.	7087	282	707	. (33	0561	.365	-0.5388	.858	.255	. 115	5		. 538	8	. 255	. 566	20561.	.608	.538	2.7901	.255	.805	
25	14892.	+19-	999.	.163	•033	49	.31	19.	.75	1.1635	÷.	4892	-062	•19•	99	1.1635	10.	4802	120	717	7047	74		167.	0561	.365	-0.6751		.159	.083	•	~	.67	•	•15		0561	109	.675	2.7901	.159	.560	
£	14892. 0.0971	8	99.	D.	ָם פ		.31	Ë	.75	1.0323	.0	14892.	•		٠,	1.0323	9	4892	120	286	7657	CEO-	7	K • • • • • • • • • • • • • • • • • • •	9	ÿ	-0.3774	ij	5;		80		.37	"	5	•	-	•	m	2.7901	•		
X VS. Y	N 43	AVE Y	2	3	ξ.		۳	٣		2		!	W	W		9	*	*	VEX	3	SIGX	2				5	AVE Y	3 :	3 6	***		AVE X	2	2	3			۳	X	S16 x	9	RXY	

E)

PAGE

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20561. -1.2320 -0.1645 2.1624 0.4356

GROUP WI	WITHIN	SET							
X VS.	>	15	52	53	54	55	99	57	58
Z	8	- 10	056	9	056	20	20561.	0561	20
AVE X		1.2	5	?	1.23	7	-1.2320	-232	1.2
R :			9	•	9		71117		9,
2 2		4 6	ביי ביי		97.		470T • 7	707	- u
RXY		0.7514	0.6253	0.7916	0.6375	6.4739	6.509× 0.509×	0.5977	0.526
	2		720	7	476	1730	1750	1990	9
: ×	;	-0.3774	-0-3774	-10C03 -0-377¢	-10.03 -0.3774	-10502 -0-1774	-0-277A	-10502 -0-3774	10002
VE Y		Ó	6.67	538	4	321			֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֡֓֓֓֓֓֓֓
SIG X		. 0	1.0153	.015	1.0153		1	1.0153	1.015
¥ 911		9	-15	.255	.26	.033	.367	649	S
RXY		•	.5	.823	3	.627	-602	.702	9
**	52	_	Ě	č	7.50	750	č	780	Š
: ×	!	, ,	1	, יכ פי		3			
		Ģ	9	S	3	6			
S16 X		1.1597	1.1597	1.1597	1.1597	1.1597	1.1597	1.1597	1-159
		•	7	7	.26	60		2	S
-		•	9	9	.50	7	4	.28	*
	5	- 2	2	0561	056	0561	1950	1950	C
VE X)	5		.53	2	53	538	538	•
VE		7	ě	.538	-0.49	.321		1111	•
		7	~	.255	•25	.255	-255	.255	•
۳		1.0153	1.1597	1.2555	2.2631	1.0339	0.3673	0.8499	0.523
		7	ŗ	000	5	.646	.491	.425	•
	ž	20561.	20561.	1950	056	0561		0561	20561
×		-0.4937	-0.4937	664.	3	-0.4937	.493	493	•
VE Y		-0.3774	-0.6751	.538	64.	.321	.111	.111	•
SIG X		2.2631	2.2631	.263	.26	.263	.263	.263	•
¥ 919		1.0153	1.1597	1.2555	2.2631	1.0339	0.3673	0.8499	0.523
XX		7700.0	0.2044	1	9	. 280	. 393	. 842	•
Z	23	•	8	1950	054	1950	-	0561	20561
×		6	7	.321	.32	.321	.321	.321	•
AVE V		M) (,			.321	=======================================	===	•
× ;		36	7.	0000	5	5699	.033	200	•
AXY		0.6274	0.406	0.6466	0.2804	1.0000	0.4470	0.2684	0.625
	i		9	- 1	(,			
z >	2	20551.	20561.	20561	N C	20561.	20561	20561.	20561
AVE Y		-0.3774		5	•	•	7	• •	7 9
116 X		0.3673	M	0.367	6.0		0.367	0.367	9
116 Y		1,0153		2	•	,			,
,					1		7		

20561. -0.6751 -0.1645 1.1597 0.4356

20561. -0.5388 -0.1645 1.2555 0.4356 20561. -0.4937 -0.1645 2.2631 0.4356 20561. -0.3219 -0.1645 1.0339 0.4356 20561. -0.1117 -0.1645 . 0.3673 0.4356

20561. -0.3774. -0.1645 1.0153 0.4356

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EDUCATIONAL NOBELS PROJECT NINTH GR RECR.

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IIN SET

GROUP WITH

X VS. Y	.	- 25	6	46		ş	5	er er	ç
7	20461	20561	20561	20541	20861	20661	20841	20661	2000
AVE X	-0.1111	-0-1111	-0-1111	-0-1111	-0-1111	-0-1111	-0-1111	-0-1111	10507
AVE Y	-0.3774	-0.6751	-0.5388	-0.4937	-0.3219	-0-1117	-0-1111	-0.0778	-0-164
\$16 x	0.843	0.8499	0.8499	0.8499	0.8499	0.8499	0.8499	0.8499	0.849
S16 v	1.0153	1.1597	1.2555	2.2631	1.0339	0.3673	0.8499	0.5238	0.435
RXY	0.1023	0.2850	0.4254	0.8427	0.2684	0.5396	1.0000	0.2894	0.3869
2	20561.	20561.	20561.	20561.	20561.	20561.	20561.	20561.	20561
	-0.0778	-0.0778	-0.0778	-0.0778	-0.0778	-0.0778	-0.0778	-0.0778	-0.077
AVE V	-0.3774	-0.6751	-0.5388	-0.4937	-0.3219	-0-1117	-0.1111	-0.0778	-0-164
216 ×	0.5236	0.5238	0.5238	0.5238	0.5238	0.5238	0.5238	0.5236	0.523
> 210 ×	1.0153	1.1597	1.2555	2.2631	1.0339	0.3673	0.8499	0.5238	0.435
RXV	0.6392	0.4069	0.6731	0.2290	6.6258	0.4039	0.2894	1.0000	0.7117
25	20561.	20561.	20561.	20561.	20561.	20561.	20561.	20561.	20561,
AVE X	-0.1645	-0-1645	-0.1645	-0.1645	-0.1645	-0.1645	-0.1645	-0.1645	-0-1649
AVE Y	-0.3774	-0.6751	-0.5388	-0.4937	-0.3219	-0-1117	-0-1111	-0.0778	-0.1645
216 x	0.4356	0.4356	0.4356	0.4356	0.4356	0.4356	0.4356	0.4356	0.435
S16 Y	1.0153	1.1597	1.2555	2.2631	1.0339	0.3673	0.8499	0.5238	0.4356
NX.	0.7286	0.5637	0.7541	0.4274	9.1008	0.5422	0.3869	0.7117	1.0000